February, 1956

The American School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

* **A Realistic Look at Teacher Supply and Demand** — *Maul*

* **Targets for the Young Administrator** — *Bushong*

* **Chicago's Building Program** — *Delaney*

* **Getting Quality Teachers** — *Exton*

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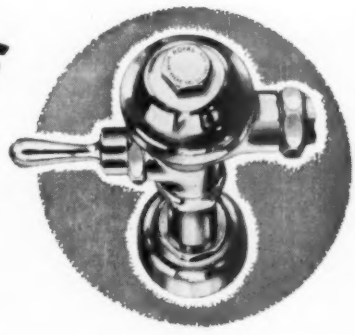

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A Periodical of School Administration

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CONTENTS

Impressions of the White House Conference — Edward M. Tuttle 5
A Realistic Look at Teacher Supply and Demand — Ray C. Maul 25
A New Concept in Principals' Salary Schedules — Grenville C. Jones and Virgil Bozarth 28
Targets for the Young Administrator — James W. Bushong 29
Chicago's Mammouth School Building Program — John F. Delaney 31
Ambassadors of Good Will — Elden M. Amundson 36
Board Responsibility for a Principal's Disciplinary Action — Stephen F. Roach 37
Load, Capacity, and Use Factors in Secondary Schools — S. S. Mayo 38
Care, Injury, and Tort Liability in Pupil Transportation — Harold H. Punke 40
Pupil Strikes in Our Schools — Stuart Anderson 42
The George A. Persell School — Carlyle C. Ring and Norman W. Tinkham 44
The Four-Room Unit Plan in an Elementary School — Perry C. Patterson 47
Procuring Equipment for a New School Program — Sol Levin 49
Teens Boost Safety — W. K. Streit 52
Heating and Ventilating School Buildings — Samuel R. Lewis 53
Getting Quality Teachers — Elaine Exton 56
Our Rural Schools and Their Problems — Hans W. Schmidt 59
How to Solve the Teacher Shortage — George W. Stone 61
The Quincy Bus Program — Norman E. Kukuk 62

EDITORIALS:

Banquo's Ghost at the White House Conference on Education 60

DEPARTMENTS:

School Business Executives 51, 73
School Law News 64
School Administration News 66
School Board News 76, 78
Teachers' Salaries 82
School Business Publications 84, 86
School Finance and Taxation 92
School Building News 94
Personal News of School Officials 96
News of Products for Schools 100

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Equipped with POWERS Temperature Control

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From the School Board Viewpoint—

Impressions of the White House Conference

EDWARD M. TUTTLE

It is to be hoped that the activities and outcomes of the White House Conference on Education will be studied and discussed for a long time to come. Unquestionably, it was the most significant nationwide meeting that has ever been held in the educational field. Equally without question are its very real accomplishments in spite of the fact that it was not a formal action body that made motions or adopted resolutions. Actually, I believe that the vast majority of the people who were there feel that the findings and recommendations of the White House Conference will carry more weight because they were not formalized.

COMPLACENCY

"Even though you are on the right track, you'll get run over if you stand still." — Seen on a sign near Denver.

We all know people who are standing still, or at least are only marking time upon the road of life. Most of them are perfectly good people, high principled and well intentioned. They have simply grown complacent, self-satisfied, or perhaps just too lazy to exert themselves. As a result, they make little advancement, and contribute nothing toward upbuilding the society of which they are a part. When others pass them by, in personal accomplishment and community service, such people feel vaguely dissatisfied and often jealous. They either fail to recognize or refuse to admit that it is their own responsibility to generate the motive power which will carry them forward to success, to service, and to happiness. — *E. M. T.*

The "Feel" of the Conference

The whole experience was unique. Three major questions seemed to be in everybody's mind as registration began on Sunday afternoon, November 27, and continued through Monday: (1) Would the Conference be truly representative of the people of America? (2) Would the plan to give every participant a chance to express his views on all six major topics really work? (3) Could the reports from 166 round-table groups be brought together after each discussion in a way that would be acceptable and significant?

By the time the opening session of the Conference was called to order by Chairman Neil McElroy at 8:00 p.m. on Monday, the first question had been answered for most of those in attendance. Mingling in the spacious lobbies and porches of the Sheraton-Park Hotel, greeting old friends and making new acquaintances, delegates reassured themselves regarding one another. When the audience assembled, it "felt" right. Before a word was spoken from the platform the delegates sensed that these 1800 participants, coming from every state and territory in proportion to their population, and from hundreds of national organizations and official positions, really were a cross section of America. As one of the speakers later expressed it, here was a "great national town meeting." It was just that — neighborly, eager, enthusiastic, and determined.

One thing that contributed to the speed with which the White House Conference settled down to the business in hand, was the fact that practically everyone there had had some previous experience in the state and regional and community conferences which were held during 1955, and came to Washington with a certain amount of background information and understanding.

We were told that two out of every three participants were not professional educators in the sense that they were employed in schoolwork. This turned out to be true not only of the Conference as a whole, but in most of the small round-table discussion groups. For example, at table No. 158 where the writer spent six congenial discussion periods of two and a half to three hours each, four of the eleven persons (from eleven different states) were professional — a sixth-grade teacher, a superintendent of a small city, a university professor of school administration, and the president of an institution which prepared teachers. The others — two housewives (one representing the P.T.A., the other a Citizens Committee), two lawyers (one a member of a county school board, the other a spokesman for parochial schools), a labor leader, the head of an educational testing service, and myself — were nonprofessional in the sense that their contacts with schools were indirect though deeply interested and concerned. This was true of most of the "laymen" at the Conference.

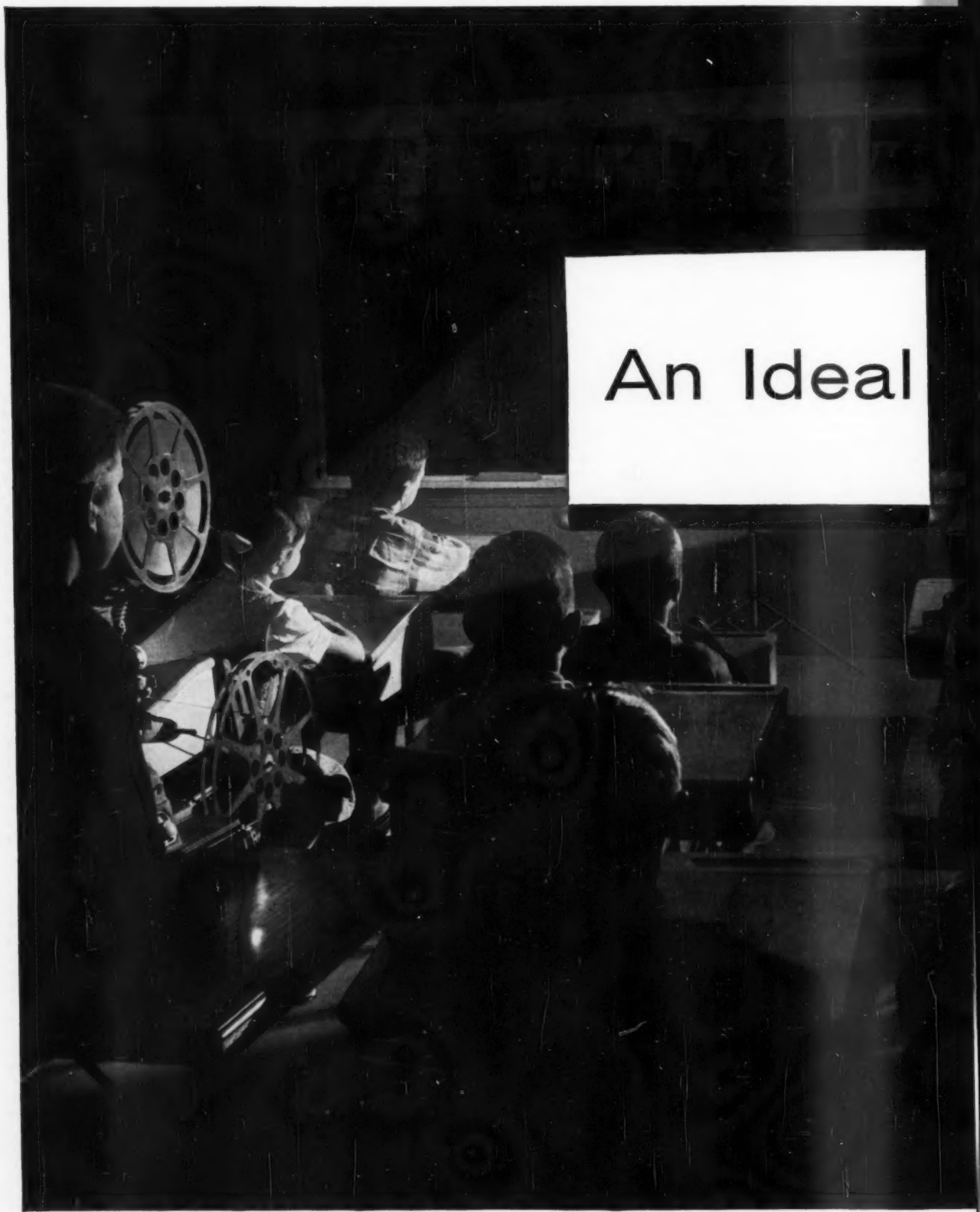
I was impressed from the start with the number of board members who were involved. Most of the state delegations included the leaders of the state school boards association, and many of the other delegates were or had been members of local boards of education. The same was true of persons with backgrounds of earlier teaching experience. After all, when you stop to think of it, this is a natural result of our great system of public education. Millions of American citizens have participated in its control or operation to a greater or less extent at sometime in their lives.

Setting the Stage

In his opening address chairman McElroy said: "It is my opinion that we have now reached the time in our history when we must unite on solutions to school problems. Countless children are waiting for us to get together and provide good schools for them. The time children spend in poor schools can never be made up. Now is the time for Americans to agree on what must be done, and to do it. This is why the State and Territorial White House Conferences on Education were held — to bring people together, where they could discuss school problems in an orderly way, and recommend solutions. This is why we are here today. . . .

Working through regularly established channels of local, state, and national government, the American people will decide current educational issues as they have past ones. . . . Schools in America will improve dramatically

(Continued on page 8)



One example of the need for individual classroom ventilation control is the use of audio visual instruction. Honeywell's Schoolmaster wall thermostat in each room prevents stuffiness that makes students sleepy when blinds are drawn. This results in increased alertness and receptiveness.

New thermostat, The Honeywell Round. One in each classroom makes it possible to adjust temperature to meet varied activities of children.

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The Schoolmaster System: A special wall thermostat for each room and Principal's Monitor Panel

Indicator panel gives the principal a fingertip report. It is wired to a special sensing element in each room thermostat to provide the principal with a push-button temperature reading for any room in the school. It functions also as an auxiliary fire detection system.

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School Temperature Controls

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THE WHITE HOUSE CONFERENCE

(Continued from page 5)

during the next twenty years — I feel as sure of that as anything I know. There is a great ground swell of public opinion surging toward that goal, and woe to the man who tries to stop it."

By means of motion picture projection on a large screen, the Conference saw and heard President Eisenhower deliver his message of welcome prepared just a short time earlier at his farm in Gettysburg, Pa. The President urged full and free discussion in seeking solutions to the pressing and perplexing problems of providing a good education for American youth.

"But," he added, "there are two points, I think, on which we all agree. The first thing is that the education of our young should be free. It should be under the control of the family and the locality. It should not be controlled by any central authority. We know that education, centrally controlled, finally would lead to a kind of control in other fields which we don't want and will never have. So we are dedicated to the proposition that the responsibility for educating our young is primarily local. At the same time we know that everybody must have a good education if they are properly to discharge their functions as citizens of America."

Vice-President Nixon, who delivered the major address at the opening session of the Conference, also emphasized local responsibility for schools, then added, "But we also recognize that some local communities have insufficient resources to maintain adequate educational standards and that some means must be found to supplement those resources without impairing local control or stifling local initiative. . . . Any federal program which discourages or reduces the local or state contribution would be a tragic mistake. Whatever federal activity is undertaken must be designed to encourage more local and state responsibility rather than less."

School Board Responsibilities

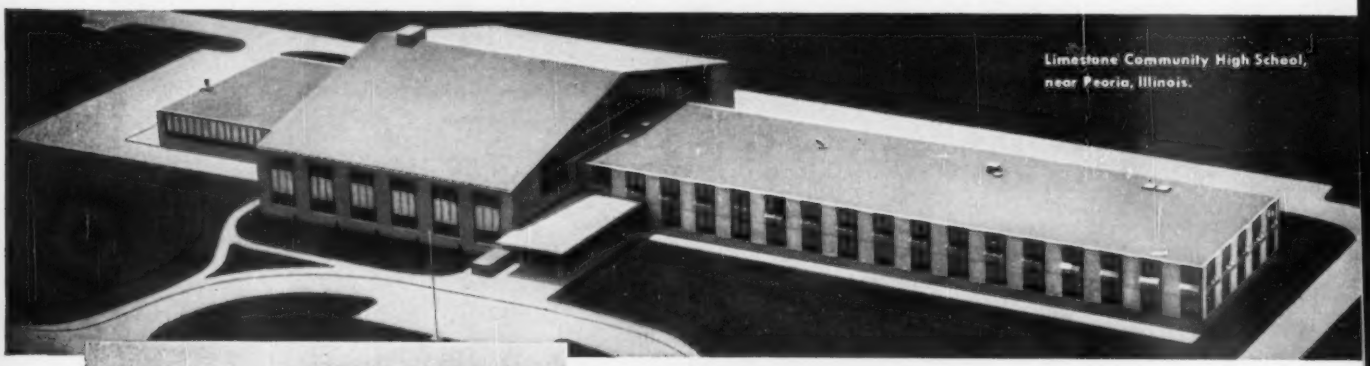
I have included the quotations above to indicate how, from the very beginning of the White House Conference, attention was focused on the local control of education in America. This means control by our duly constituted boards of education.

First mention of boards by name came the very next morning in the presentation of Topic I by Dr. James R. Killian, Jr., chairman of the subcommittee on "What Should Our Schools Accomplish?" He said, "Out of this conference can come a better understanding of the importance of priorities and the necessity for discriminating choices by our school boards so that we temper our prodigality of aims by sobering considerations of quality, social and intellectual needs, and achievable goals. . . . We must ask ourselves, what school objectives are the most important for a given community." And in the report of the Conference discussions on this topic we find the following: "The fullest measure of local initiative and control should be maintained, but no level of government (local, state, or national) should be relieved of its appropriate responsibility in fulfilling the commitment of the people of the United States to provide for a full opportunity for a free public education regardless of physical, intellectual, social, or emotional differences, or of race, creed, or religion."

In presenting Topic II, entitled "In What Ways Can We Organize Our School Systems More Effectively and Economically," the subcommittee chairman, H. Grant Vest, was even more specific. He said, "The American invention of the local, relatively autonomous, independent school board has been our greatest instrument for building a great school system; for maintaining a free society; and for perpetuating the ideals of a people who truly believe that basic changes in our society can be accomplished by peaceful means of education; and who from the beginning have known that centralized national control could as well lead to slavery and disaster as to triumph over nature and despotism." But then he pointed out that, "in our vigorous emphasis on local control for many years we virtually lost sight of the

(Concluded on page 74)

SCHOOL ARCHITECTURE and LURIA Steel Buildings



Limestone Community High School, near Peoria, Illinois.

Grade School, Community District Unit 213, Fancy Prairie, Illinois.

ARCHITECTS: HEWITT & BASTIAN PEORIA, ILL.

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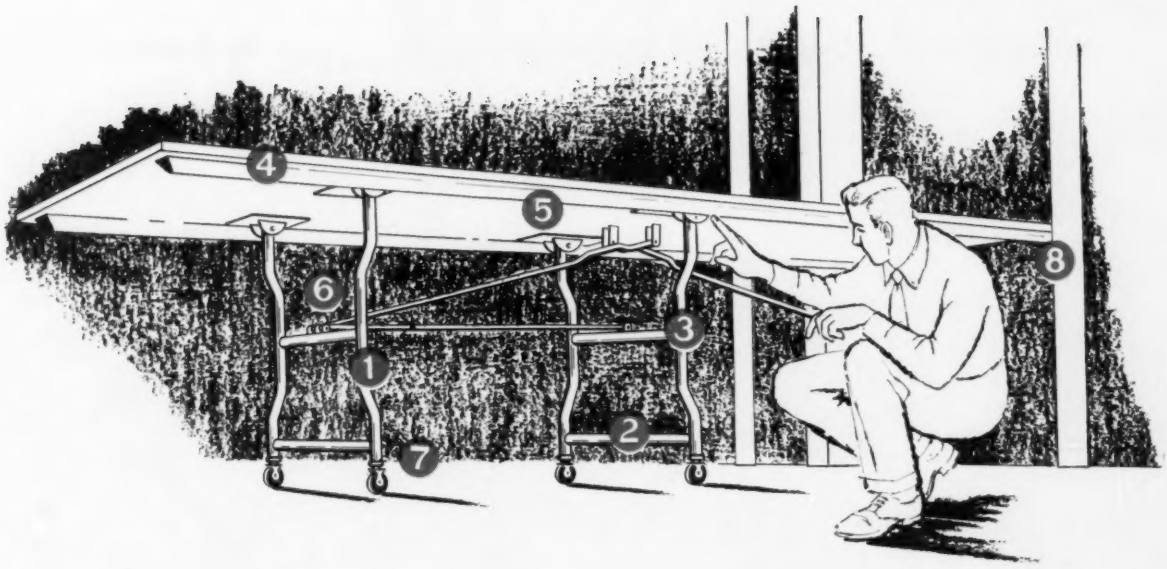

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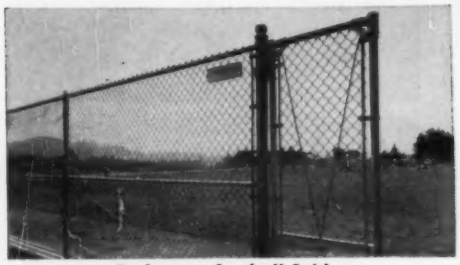

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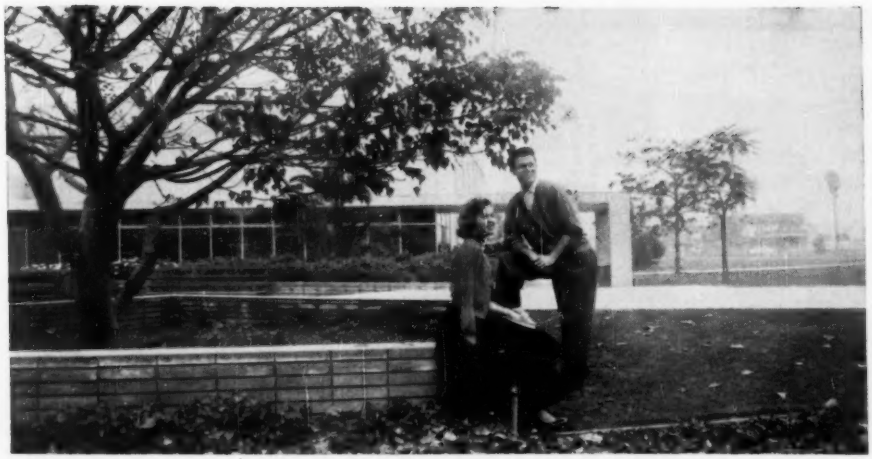

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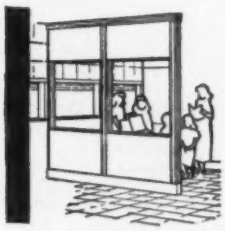

COMPLETE FLEXIBILITY—Provides the means of keeping pace with changing space requirements as the crest of student population moves from primary levels through secondary and into advanced levels. Available in various widths, HAUSERMAN panels can be fitted to most modular plans permitting interiors to be rearranged without changing heating, lighting and ventilating systems. HAUSERMAN design also makes wiring easily accessible for adding or relocating outlets.

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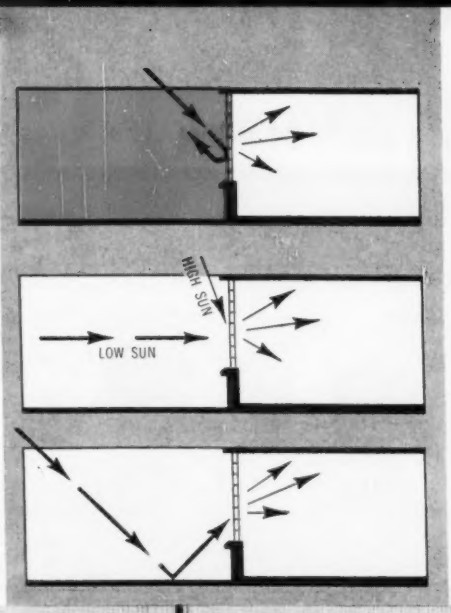
Uniform light transmission—Prismatic design is selective and controls the amount of light transmitted from various sun positions, thereby providing uniform light transmission all day long.

Transmits ground-reflected light—This diagram shows how the 80-F transmits the cool light reflected from the ground. This feature is especially important when the sun is not on the fenestration.



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2. **It transmits less solar heat and has a lower inside surface temperature during hot weather.**
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Illumination surveys show that maximum illumination on vertical surfaces occurs when the sun is at an altitude near 45°. It is this sun altitude position which produces maximum solar heat and brightness conditions on vertical windows or panels. Prisms within the 80-F block are designed to reflect a major portion of this maximum illumination.

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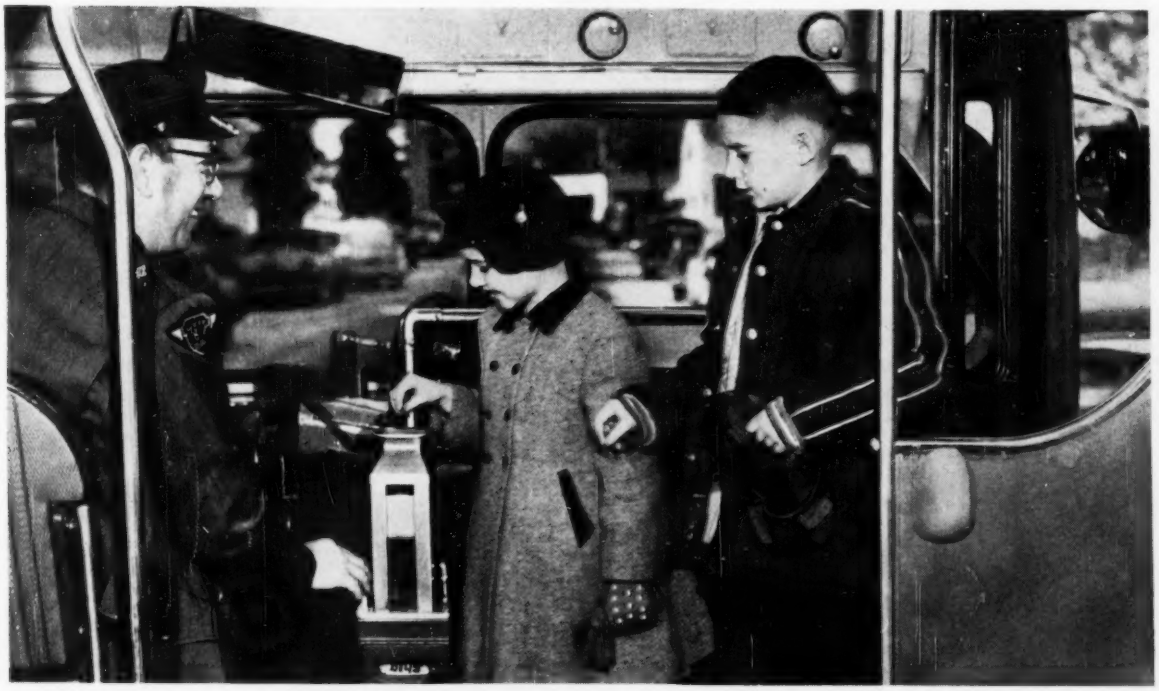

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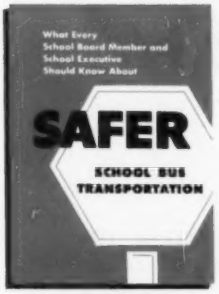

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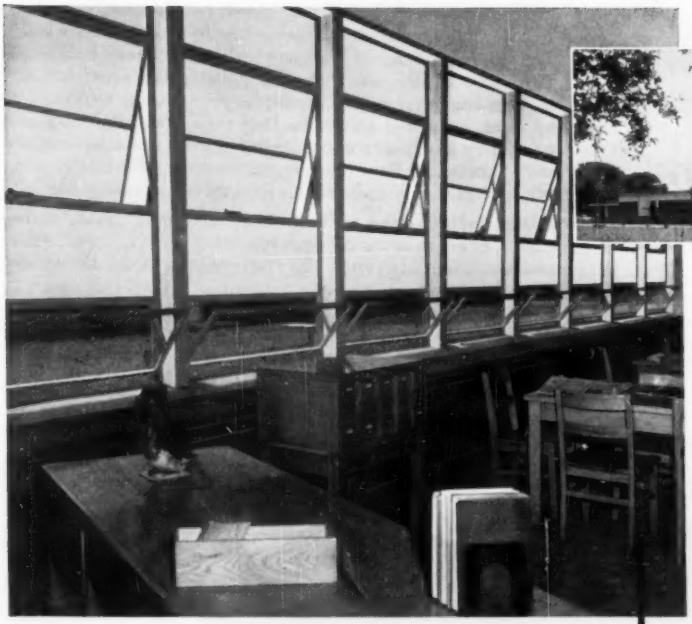

James Island High School, James Island, South Carolina
Architect: Augustus E. Constantine
Glazier: Pittsburgh Plate Glass Co.

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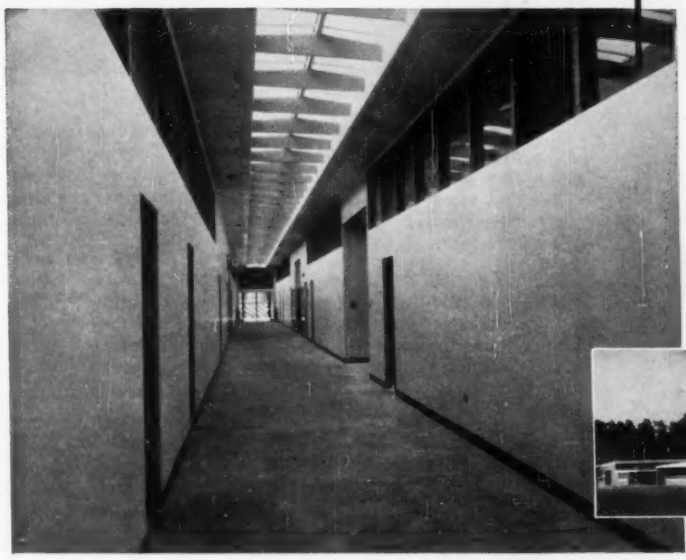
MAKING THE MOST OF Sunshine

East Gulfport Elementary School, Gulfport, Miss.
Architect: Smith & Dawson



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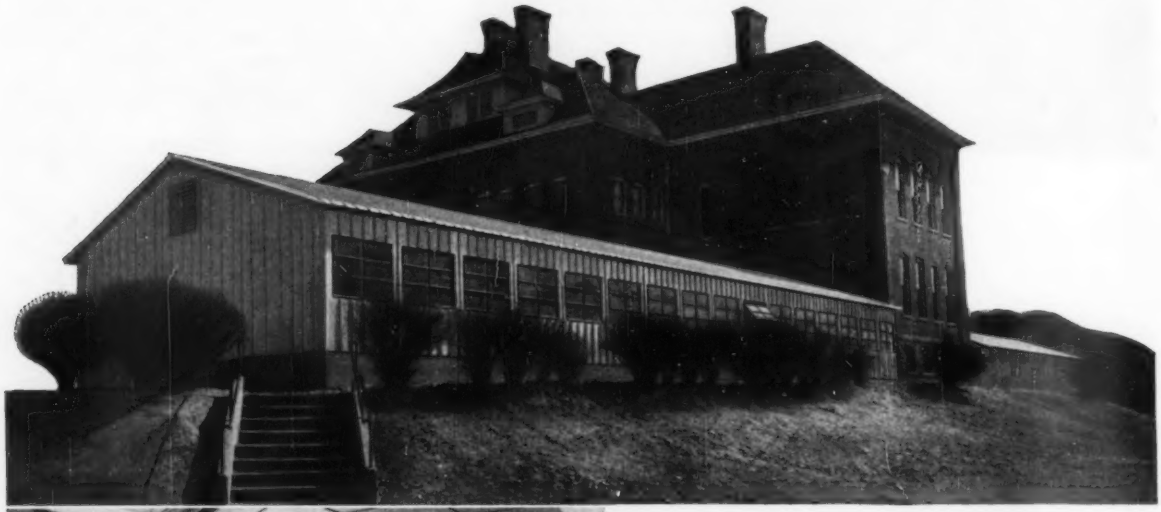

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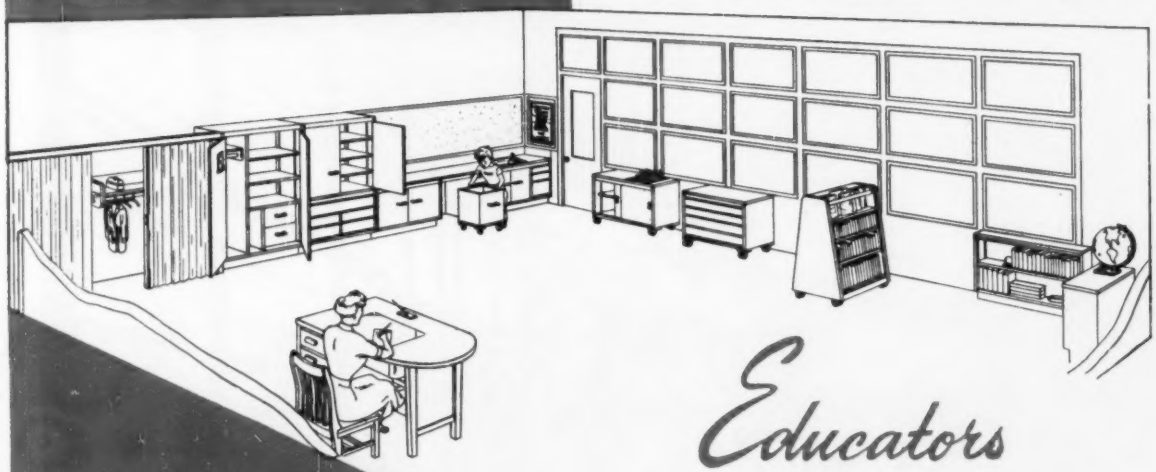

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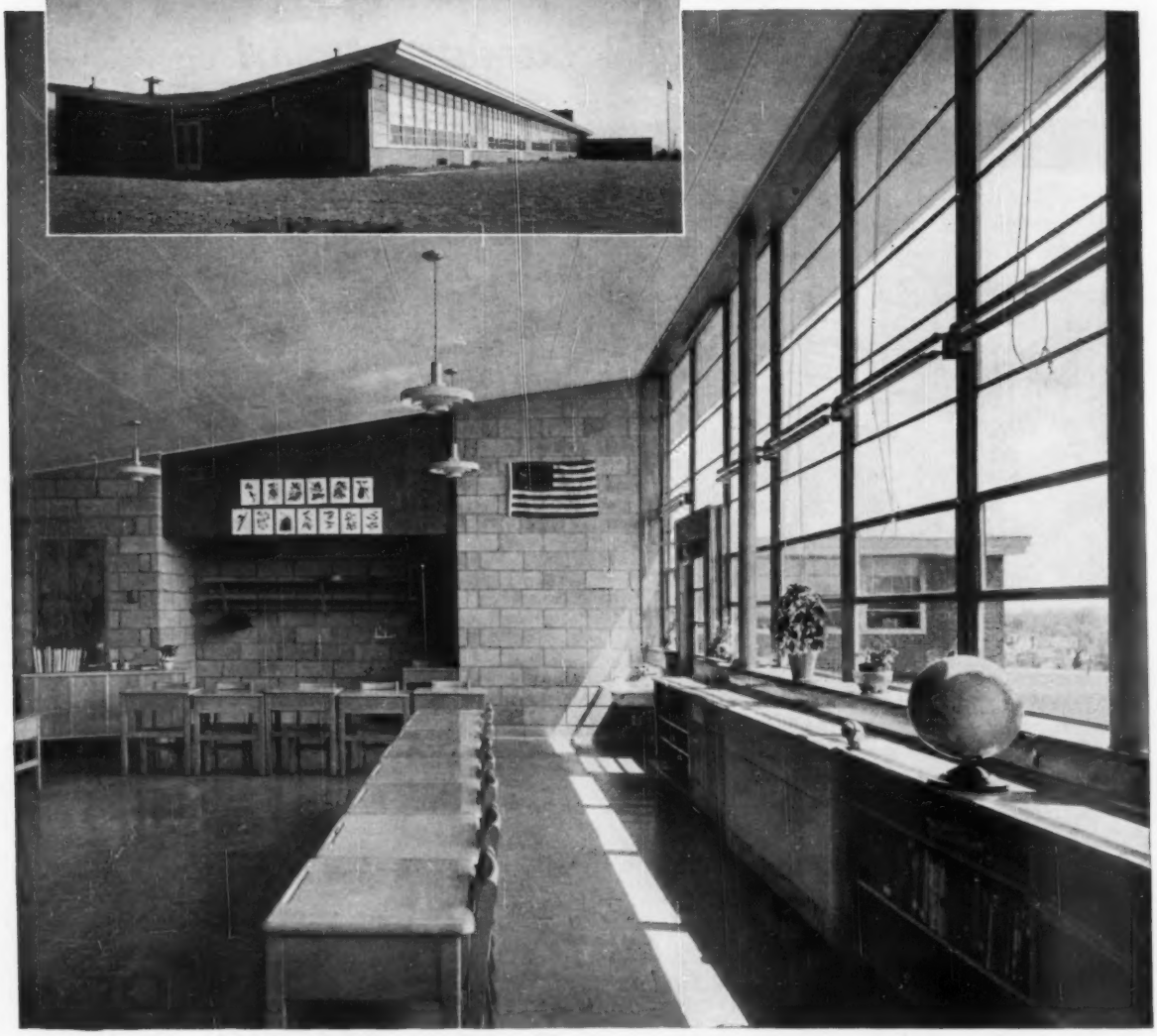
For detailed information on Educators Classroom Cabinets, consult the 1955-56 edition of American School & University

Addition to Lower Southampton Township Elementary School, Feasterville, Penna.
Architect: Haag & d'Entremont, Jenkintown, Penna.
Builders: E. Clifford Durell & Son, Inc., Phila., Penna.
Lupton Architectural Projected Windows (Steel)



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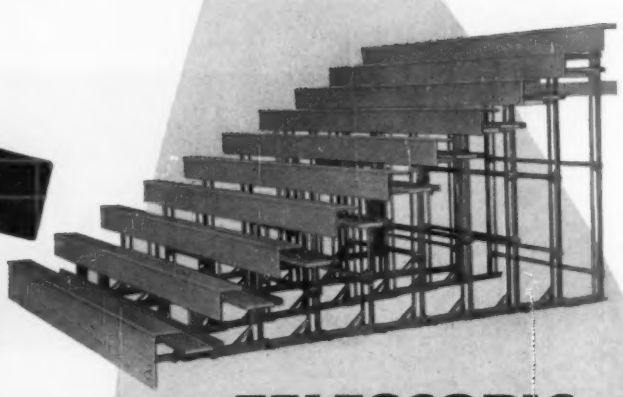

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THE AMERICAN
School Board Journal
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FEBRUARY - - - - - - - 1956

A Realistic Look at Teacher Supply and Demand

RAY C. MAUL
Assistant Director, Research Division
National Education Association

Just what are the dimensions of the widely advertised teacher shortage? For some years the elementary schools have been proclaiming their need for greatly increased numbers of competent teachers. More recently the high schools have taken up the cry, particularly for science and mathematics teachers. College administrators who sought to staff their classrooms during the 1946–50 "G.I. bulge" — we would now call it a rising tide — know that that ordeal was but a sample of what lies ahead.

The sober fact is, of course, that a shortage of teachers — elementary, secondary, and higher — is an inseparable part of a much larger problem facing America today, namely, a widespread shortage of highly trained, specialized man power. The rapidly increasing complexity of our occupational structure has outrun our production of qualified candidates for many specialized types of work. Thus the shortage of teachers is only one manifestation of the general situation. But certain far-reaching changes in the national scene have struck the educational system with particular force. These changes are most obvious in their impact upon the elementary and secondary schools:

1. **The Failure to Provide Adequate Financial Support.** The evidence is clear that teachers' salaries have lost ground, comparatively, and that many youth with natural interests in teaching are attracted elsewhere simply because other employers outbid the schools. This is the greatest single handicap of the American educational system.

2. **The Sensational Increase in the Annual Birth Rate Since 1940.** This well-known phenomenon immediately centers upon the schools its demand for man power, in contrast to the widespread impact of

3. **The Steady Ten-Year Decrease in the Total Number of 18-21-Year-Olds.** Just 11 years ago — in 1945 — our population included slightly more than 9.1 million youth who were in the four-year bracket attaining maturity. In each of the following ten years this number decreased, on the average about 100,000, until it fell below eight million in 1955. This drop in the number eligible to enter occupational life coincided with a new need for man power quite outside teaching, which is

4. **The Prior Demands of National Defense.** Until 1950 we had not, in our entire history, faced the necessity of maintaining a strong military establishment in peacetime. Now, however, we are facing up to the stern fact that some three million young men — just as they attain maturity and are ready for college or a gainful occupation of their own choice — are withdrawn from free circulation. Moreover, this prior demand is paralleled by

5. **The Growing Demand for Specialized Man Power.** In a host of occupations the college degree is now in as much demand as was the high school diploma only a little while ago. In the years ahead, opportunities for promotion in more and more segments of our occupational life will require both superior personal ability and evidence of formal preparation. Meanwhile there have developed

6. **More Employment Opportunities for Educated Women.** School teaching, which once enjoyed a prior claim to the services of the educated woman, must now compete with an ever expanding number of vocational opportunities. The impact of these continuing changes becomes apparent when we recall that 86 per cent of the elementary and 54 per cent of the high school — 75 per cent of all — teachers are women. And the increasing competition for educated women continued during

7. **The Recent Five-Year Drop in Total College Graduates.** The number of bachelor's degree graduates boomed to an all-time high of 434,000 in 1950, due chiefly to the enrollment of returning veterans after the demobilization period. Then the number of college graduates dropped steadily for five consecutive years to a total of only 287,000 in 1955. This decrease occurred entirely among the men, whose total dropped from 330,000 in 1950 to 182,000 in 1950. The number of women graduates remained constant at about 105,000 per year. But throughout the past decade there has been

8. **A Trend Toward Earlier Marriages.** This has a compound effect upon the teacher shortage: it leads to the withdrawal of larger numbers of women from all gainful occupations; it encourages young men to plunge into gainful employment instead of continuing formal education; and it contributes to the steady growth in annual birth rates.

The foregoing is only a skeletal outline of the vast changes which have caused the tight situation in the man-power market. The tragedy of the elementary and secondary schools stems from the fact that the meaning of these new forces is not generally recognized. It has been all too easy to assume that the shortage of teachers is an isolated phenomenon — that it is not interlinked with other on-going changes in American occupational life. But a realistic appraisal of these influences is necessary if

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Dr. Maul was consultant to the White House Conference on Education, Subcommitee on "How to Get Enough Teachers — and Keep Them."

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we are to come to grips with the greatest need of our schools, a sufficient number of competent teachers for the elementary and secondary schools and colleges.

What Is the Realistic Outlook?

The foregoing review of factors which contributed to the present teacher shortage, if viewed alone, would present a gloomy outlook for the schools of the nation. Indeed, some voices are saying that it is no longer possible to anticipate the staffing of the present number of classrooms — to say nothing of the needed increase — in the face of our widespread man-power shortage. Some prophets of doom even go so far as to imply that it would be unfair to other essential occupations in America for the schools to claim a large enough share of our limited man power to provide every child with an educational opportunity in accordance with his individual abilities. *What an abject surrender this would be!* Indeed, the quickest road to national suicide would be to falter now — to slacken in our efforts at the very moment our national destiny depends upon the fullest development of every individual's talents.

But this need not be the case. Let us look at these seven specific factors on the positive side:

1. **Our national income is at an all-time high.** A substantial — really substantial increase in our support of education would be in keeping with many other increases which we have taken in stride. The amount of increase required would be modest, even meager, when compared to the manner in which we have accepted the readjustments of our peacetime defense costs. It would be modest when compared with the burden of fostering the education and development of the peoples of other lands — a burden we have voluntarily assumed. And it would be insignificant when compared with the many expenditures we are able and quite willing to make for our own pleasure and comfort. It is unthinkable that we cannot *afford* to place teaching in true competition with other occupations requiring like abilities and like preparation.

2. **Our man power pool of youth reaching maturity — 18–21-year-olds — is now at the point of expansion** after ten years of steady decline. We reached bottom in 1954; the next few years will bring a steady increase, then even larger increases are a certainty. Surely we cannot now falter, with this improvement in our man-power resources in sight.

3. Although the number of college graduates has fallen steadily since 1950, **the recent increases in the freshman and sophomore classes have carried total college enrollments to a new all-time high.** The Class of 1956 will show a modest increase, then expanded numbers of college graduates will come rapidly. Thus the total pool of trained, specialized personnel will begin to afford a gradual easing of the tight situation in many occupations. And at this point it must be observed that we are only bringing into college about one half of the top 25 per cent of the high school graduating class. Improved counseling and guidance can materially improve the holding power of the colleges by bringing to the campuses the highest quality student in larger numbers.

4. **The proportion of women in total college enrollments is increasing,** and women comprise three fourths of the elementary and high school staffs. Also, a higher per cent of women college students than men choose teacher-education programs. This points to a more rapid increase in potential teaching candidates than in total college graduates. It points, also, to an increase of potential elementary school teachers at a more rapid rate than the increase in candidates for high school teaching.

5. **Since 1948,** although, total college graduates have declined, **there has been a steady increase in the per cent who prepared to teach.** In 1849, 21 per cent of all bachelor's degree graduates were prepared to teach; in 1955 no less than 30.5 per cent of the total were so prepared. Even this meaningful percentage does not fully describe the case, because numerous states increased the requirements for the standard certificate during this seven-year period. These facts are the most positive evidence that interested young people do respond to the improvement of standards, the effort to make salaries truly competitive, and an indication by the community of a sincere interest in the welfare and progress of its schools.

6. **Increase in enrollments in teacher-education institutions and departments of education has been at a faster rate** than the general rate of increase in enrollments in 1953, 1954, and 1955. The U. S. Office of Education report shows total enrollment in September, 1955, to be 8.8 per cent above that of a year earlier, while enrollment in teachers colleges is up 12.8 per cent. It is not possible at this time to determine the enrollment separately by departments in the universities, but the schools of education in many universities are now setting new marks with their percentages of the total institutional enrollment.

7. **Standards have been steadily improved.** Almost every state has reviewed its minimum requirements for the teaching certificate, and a majority of them have stepped up these minimums, particularly for elementary school teachers, within the past decade. It has been during this period, directly in the face of the need for ever mounting numbers, that the concept of a truly educated person for every elementary school classroom has been established. The record of the five years just past (1950–55) is dramatic testimony that improved standards attract more people with sincere interest; during that time the total number of college graduates fell 34.4 per cent, but the number of graduates prepared for elementary school teaching rose 23.4 per cent.

Hard Facts To Be Faced

The foregoing factors point the way, but progress in relieving the teacher shortage will not come automatically. On the contrary, the present critical situation will inevitably become worse unless bold, aggressive action is taken. No element of our society can escape its responsibility. Every school district, every state, and the nation as a whole must realize the stark necessity of providing more funds if the needed number of competent people are to be attracted to teaching and held in service for life careers.

This is not a job for somebody else. Action must start with every local school board. The time is at hand when the more favorably situated district can no longer be smug about drawing teachers from the less favored places. The only long-range remedy is to produce the evidence that teaching can offer long-range attractions equal to the competing occupations. School boards cannot shift their firsthand responsibility to spearhead the drive to put the American educational system in real competition for the number of high quality people required to operate it. No miracle worker can surmount this first great hurdle in relieving the teacher shortage.

But other constructive steps must be taken, too. Let us look squarely at these:

1. A larger number of our superior youth must be identified and then encouraged to prepare themselves for the more complex, involved tasks in our society. This does not mean an indiscriminate increase in college enrollments, but rather a selective increase in students of recognized ability. At present just about one half of the top 25 per cent of all high school graduates complete the four-year college program. Here is the greatest wastage of our most valuable resource. If more of these top-notch students are encouraged to go to college, teaching, along with all of the other professions, will profit accordingly. This is a task for teachers, parents, PTA and other civic groups, FTA clubs, and leaders in business and industry. Some students need financial help, but many others just need to be convinced of the long-range advantages of a college education.

2. More college students must be encouraged to prepare to teach. Here the role of the high school teacher and the college instructor stands out. School boards should insist that occupational information and vocational guidance in the high school bring out the desirable factors in teaching and the great prospects for future improvement. School administrators have an inescapable firsthand responsibility for encouraging high school students to enter college for the specific purpose of preparing to teach. They should assign the most enthusiastic teachers to organize and sponsor FTA clubs, arrange for high school students to have firsthand sampling experiences in working with groups of children, conduct visits to colleges and, most of all, bring to the foreground the desirable and satisfying side of teaching.

3. The standards of admission to teaching must be further strengthened, so that students making comprehensive preparation for teaching will be assured that they will not be thrown into competition with persons having no sincere, lasting interest

in and no real qualifications to enter classroom service. The evidence is growing that higher standards attract and hold high quality people, and that low standards discourage them. School boards must fight vigorously for standards in keeping with the quality of service they want in their own schools. This effort goes hand in hand with the search for more funds for higher salaries for teachers.

4. College programs of teacher-education must be improved. Superior students are attracted in proportion to the realistic, functional nature of the courses offered. Laboratory experiences in typical learning situations are yet meager in too many instances. The academic departments in college — mathematics and the sciences in particular — can add warmth to their endorsement of the teacher-education program, and of teaching as a profession.

5. A more practical appeal can be made to liberal arts and other college graduates who did not make undergraduate preparation for teaching. Many of these well-educated people — housewives and others — are not ready to enter undergraduate classes with youthful students, but will respond to college offerings geared to their maturity and general experience. The time and place of these postgraduate professional courses should be adjusted to the convenience of these mature people, many of whom have family and other responsibilities. If these persons are permitted to enter classroom service before completing satisfactory programs of preparation, their certificates should be of a temporary nature, and renewal should be subject to further progress in professional preparation and demonstrated success in the classroom.

6. Teacher-education institutions must have the resources, the physical facilities, the equipment, and above all the teaching staffs equal to those of other types of colleges and universities. Too often these institutions are at the bottom of the list. These colleges and university departments are directly in competition for students. Their resources must be equal to the importance of their function.

7. Schools must strengthen their appeal to college graduates who are prepared to teach. Much of the present teacher shortage is due to the fact that teaching loses one third of its potential new supply at the very moment the supply becomes available. Just two of every three college graduates fully prepared for teaching actually enter classroom service in September following their graduation. The beginning salary is, of course, a primary item, but these young college graduates weigh other factors also. The nature of the assignment; the prospect of sympathetic supervision; the attitude of parents in sharing responsibility for discipline; the general tone of the local administration as reflected in the professional spirit of the staff; the range from beginning to ultimate salary; the status of teachers in the community; the outlook for professional growth and advancement; the provision for such items as sick leave, group insurance and medical services, and retirement — all these are factors for which school boards and administrators have major responsibility, but which require the support of the whole community.

8. Schools must hold superior teachers for longer terms of service. Here is really the first point of direct attack upon the teacher shortage; too many teachers are lost after only brief terms of service. Standards, salaries, working conditions, and recognition of the worth of education have been shown to be the influential factors. In one state, for example, the number of new elementary school teachers employed at the beginning of the school year is less than 5 per cent of the total; in another state where the population is not expanding any faster, the number needed annually is more than 16 per cent of the total. The annual loss of so many teachers is one of the major causes of the shortage. School boards and school administrators should conduct a continuing study of why teachers leave their classrooms.

Conclusion

The teacher shortage can be whipped; progress will be slow, at best, but the requirements for success are clear. First must come a thorough understanding of the causes of the present dilemma. The assumption that it is an isolated phenomenon must be completely dispelled. The recent nationwide conferences have demonstrated that there is no hope for a miraculous shortcut to solution of the problem. To devote our time to searching for a "fresh approach" is to delude ourselves and to avoid squarely facing the hard facts. The kind of people we want in the classrooms are those who base their occupational choices upon a careful evaluation of all the information obtainable.

There is no dearth of young people with a natural interest in teaching. The schools can be efficiently operated with no more than a fair share of our total man power. Increased effectiveness of the schools is the only direct approach to solution of

(Concluded on page 96)

ERIE, PA., BOARD OF EDUCATION

Recently given an extension of bonding power to the extent of $4,750,000 by the electorate, the Erie Pa., board of education is now engaged in using the moneys for a new Memorial Technical High School, a new elementary building, and modernization of older buildings. The board includes (left to right) Dr. Ben Agresti; Dr. Anthony Minadeo; Charles S. Robie; Andrew J. Nowak, president of the Pennsylvania Association of School Directors; William J. Carney; John M. Hickey, Ph.D., superintendent of schools; Joseph H. Zipper, Ed.D., president; Arthur P. Logan, secretary; Sally Shickler, stenographer; Thomas J. McCabe; Mrs. Alice Donovan, vice-president; John Sitterle; James G. Hanes.

A New Concept in Principals' Salary Schedules

GRENVILLE C. JONES

Principal of Alhambra Union High School
Martinez, Calif.

VIRGIL BOZARTH

Principal of Martinez Junior High School
Martinez, Calif.

Although teachers' salary schedules have been widely accepted in recent years, especially in larger districts, schedules for administrators have been developed and accepted with less alacrity. Most teachers' salary schedules are based on only two factors, education and experience. Administrators' schedules have tended toward taking into account as many as five factors, namely, (1) responsibilities as compared to the responsibilities of teachers, (2) education, (3) administrative experience, (4) level of the school (elementary or secondary), and (5) size of school.

In view of the responsibilities of a principal and assuming it valid that an administrator has already been "through the mill," so to speak, as a teacher, it seems reasonable that a principal's salary be determined by application of a ratio or ratios to the teachers' salary schedule.

Acting on this belief, the principals of Martinez Elementary School District and Alhambra Union High School District of Martinez, Calif., (both districts administered as a single system) developed a schedule based on what might be termed a composite ratio figure to be applied to the top teachers' salary as indicated by the teachers' salary schedule. The elementary, junior high, and senior high teachers of the Martinez system are on a single salary schedule. The administrative schedule as developed takes into account the five factors named above with reference to administrators' schedules.

Responsibility and the Base Ratio

The first factor, *responsibility*, is incorporated into the schedule by a base ratio of 1.06 times the top teachers' salary for elementary school principals and a base ratio of 1.15 times top teachers' salary for secondary principals (junior high and senior high).

The second factor, *education*, is embodied in the schedule by adding .02 to the appropriate base ratio for a master's degree and another .02 for a doctorate.

Experience is used as the third factor in computation of principals' salaries by adding to either base ratio .015 for each year of administrative experience. Maximum credit of three years is given for administrative experience outside of the local school system, and a maximum grand total of nine years' experience is allowed.

The fourth factor, *level of school*, has been taken into account by the difference between the base ratio of 1.06 in the elementary field and 1.15 for the secondary field.

The *size of school* factor was made an integral part of the schedule by adding .003 to the respective base ratios for each teacher over 10. "Each teacher over 10" was chosen because 10 appeared to be the smallest faculty likely in any school of the system. The idea of increases of a principal's salary teacher by teacher, instead of upon units of 5, 10, or 20, seemed likely to eliminate the inequities and dissatisfactions inherent in a schedule granting salary jumps dependent on group increases in faculty size.

The foregoing figures which were adopted to make up the actual ratio to be applied to the top teachers' salary were chosen (1) because they seemed reasonable when applied to the principals already employed in the system, (2) because they appeared attainable, and (3) because they appeared to give salaries generally in line with current salaries in similar systems of surrounding areas. The figures were not based upon any pattern established by current practice because there appeared no established pattern on which to base the various figures.

Summarized, the fundamental features of the schedule are as follows:

Elementary:

Base ratio	1.06 × top teachers' salary	
Master's degree	.02	
Doctor's degree	.02	
Each year of administrative experience	.015	(allow maximum of 3 years outside local district and grand total of 9 years)
Each teacher over 10	.003	

(Round off computed salary at nearest $10)

Secondary:

Base ratio	1.15 × top teachers' salary	
Master's degree	.02	
Doctor's degree	.02	
Each year of administrative experience	.015	(allow maximum of 3 years outside local district and grand total of 9 years)
Each teacher over 10	.003	

(Round off computed salary at nearest $10)

The Schedule Applied

For clarification of application, let it be assumed that the formula is to be applied for the determination of an elementary school principal's salary with qualifications according to the following: (1) master's degree; (2) four years' administrative experience; (3) a faculty of 14 (four over 10).

Using $6,512, the top teachers' salary of the Martinez teachers' salary schedule, the application of the formula in this case works out as follows:

Base ratio	1.06	
Master's degree	.02	
Four years' experience	.06	(4 × .015)
Four additional teachers over 10	.012	(4 × .003)
	1.152	

Top teacher's salary × ratio equals principal's salary: $6,512 × 1.152 equals $7,500

For the determination of the salary of a junior high or senior high principal, an administrator is assumed with these qualifications: (1) master's degree; (2) eight years of administrative experience; (3) a faculty of 39 (29 over 10).

The formula, applied to the same top teachers' salary, gives a salary for this secondary principal as follows:

Base ratio	1.15	
Master's degree	.02	
Eight years' experience	.12	(8 × .015)
Twenty-nine additional teachers over 10	.087	(29 × .003)
	1.377	

Top teacher's salary × ratio equals principal's salary: $6,512 × 1.37 equals $8,970

This administrative salary schedule is whimsically known locally as the Bozarth-Jones Schedule. The board of trustees (an identical board for both districts) adopted this administrative schedule in the spring of 1955. It will be reviewed by the principals near the end of the current year with an eye to adjustment due to possible problems arising out of application of the schedule for the year 1956–57. At the moment, no such problems are foreseen.

Targets for the Young Administrator

JAMES W. BUSHONG
Superintendent of Schools
Grosse Pointe, Mich.

The 22 targets set up in this article are within the range of most young administrators of any age. Common sense, which someone has pointed out is an uncommon thing, highlights each of them. As in all sharpshooting, practice should improve the score.

A glance at the targets reveals that most of them lie within the field of human relations, which is also the area wherein most failures and frustrations seem to occur. Once the young administrator has firmly fixed his aim on them, he should score well. No one, whether nimrod or novice, will hit the bull's eye every time since accuracy is dependent, in part at least, on the nearness of the target to the marksman plus the intensity and concentration of his aim.

1. Look for Work After Finding the Job

Too many people stop looking for work after they find a job. They work furiously to get a given contract and then turn off their energies after the quest is over. Not so! Finding the job is only the first part. Then the work starts. Laying out the responsibilities, establishing priorities, and so on, is the second part. Getting into them — looking for work — is the continuing part. The man who feels he can coast once he has been hired is on his way out before he gets in. He just doesn't know it.

2. Develop Plenty of Directed Drive

The true leader has more drive than his peers. He has more energy, more stay power, more push, more confidence. Whatever he has is directed. It is not scattered, futile, or frenzied. Without this he is not a true leader long.

3. Be Character Wise

It looks strange, perhaps, to see the word "virtuous" attached to administrative character. Yet virtuous the administrator must be. The great elements of sincerity, firmness, fairness, honesty, courage, and humanness must be present in his character if he is to achieve a measure of greatness. This target is of prime significance.

4. Be a Gregarious Optimist

A good administrator really likes people and is optimistic. Service clubs have done much to promote this idea. Out of its roots come strong branches. A sincere liking for people as unique personalities coupled with a bright faith in the future make a winning combination. These are not to be cultivated simply because they are worth while but because they are essential to positive leadership. Sincerity is the principal ingredient.

5. Accept a Fair Portion of the "Hot Potatoes"

The administrative menu offers a steady diet of "hot potatoes." It is unwise to pass the whole dish along to somebody else. A reputation for buck passing can be acquired in a hurry. To avoid this possibility the administrator must face up to a given controversy at least often enough to demonstrate willingness. By this example, the staff will recognize at once that responsibilities are shared — even the nasty ones.

6. Put Others at Ease

A big man makes the other man feel big; a little man makes the other man feel little. The administrator who practices common courtesy is already on his way up for discourtesy is often at the root of failure. Put yourself in the other person's place and act accordingly. The paper shuffling, clock watching, inattentive audience, gives a poor reception to the troubled caller.

The big man, whether on his way up or already there, puts his guest at ease, attends courteously to his remarks, and offers intelligent assistance. The little one, by contrast, is obviously too busy, too important, too big to be bothered. He will always be too little for the real leadership job.

7. Listen

One of the best instruments of the administrative leader is a pair of good ears. The habit of listening is ancient and honorable — and almost forgotten.

When a staff member or child or patron comes for counsel, be a listener. Even if a solution seems obvious the good leader by innuendo and suggestion will let the visitor discover it himself. He will save face thereby and the leader will gain self-restraint. Out of this listening will come appraisal, approval, and understanding.

8. Establish a Good Working Climate

The modern school administrator soon learns that his staff cannot function at its best if the horizon is overcast with fear, doubt, and suspicion. The sparring sessions which often occur between young administrators and their staffs in those important first weeks on the new job can become less frequent. By building a good working climate, on a foundation of trust, sincerity, and mutual respect, the leader can lay to rest many nameless anxieties of the staff.

9. Recognize Importance of Staff Morale

The administrative sharpshooter sees the consequences of his actions in terms of staff morale. Recognition letters, notes of appreciation, congratulatory telephone calls, and other means are useful. Always, under each gesture, is the effort to pay respect to a staff member. It is proper; it is popular. Sincerity is the keyword — as it is in so many of these targets for the young administrator.

10. Keep a Record of Promises — Live Up to Them

"Oh! he promised me all right; but he'll forget about it. He always does." How often this or a similar sentiment has been expressed about administrators.

To avoid such a reputation, practice these skills: Make no promises that you cannot fulfill. Write down the details of the promises which you do make. Follow through on these commitments. Where unexpected events intervene, explain to the one who had the promise. Be sure of a clear understanding. Remember that it isn't what you say that is important to the listener, it's what he thinks he heard you say.

11. Neither Take Nor Give Special Privileges

The leader, because of his position, may be tempted to take advantage of the situation. A fast way to lose respect with the staff is to succumb to this temptation.

Cafeteria lines are for teachers — and administrator. Smoking rules apply to staff and leader. If personable Miss Jones is welcome to a personal conference, crochety Mr. Black is likewise. Rules for staff must be consistently enforced and exceptions should be avoided. By neither taking nor giving special privileges, the school administrator demonstrates good leadership.

12. Keep Avenues of Communication Open — Confidences Inviolate

The administrator's door should be open to staff, to children, to patrons. One of the best reliefs for tension is the open-door policy. The very nature of it eases anxieties. Everyone should feel welcome to come and free to discuss school matters with the administrator.

Confidential matters discussed within the leader's office should remain there. Anyone entering to discuss private affairs should feel certain that confidences will not be violated. Staff morale shatters quickly when such matters are introduced as public information.

13. Make Problems of Others Yours — Seek Solutions, Not Excuses

The staff will come to the administrative leader if they get help when they ask for it. If they run into excuses, delays, forgetfulness, impatience, or uneasiness, they will hesitate to come a second time. The sharing of another's troubles usually strengthens both persons. The willingness to accept the problems of others and to share in the solutions is evidence of leadership. When a problem is presented, look for ways it can be solved instead of reasons why it can't.

14. Cultivate Humility

Men of letters have made much of humility. Its opposite, pride, stands at the top of the list of the sins of men, according to some. To be humble, the administrator must truly play down his own efforts and magnify those of his staff. He must indicate by his every action that others are important and worthy. He must maintain his self-respect, however, in the process of respecting others. The bootlicking, fawning character of fiction is not really humble. True humility is indicated by dignity, honor, and respect.

15. Develop a High Threshold of Annoyance

The old saying, "A man is as big as the things which annoy him," holds true for school administrators. Keep your threshold of annoyance high. The wise one rarely "blows off steam." He holds fast to his temper and his good sense. He is no victim of his own emotions. He is bigger than the problems which confront him.

16. Accept Criticism

The "yes" man is made, not born. He is a curious phenomenon of each generation. He is the product of frightened leaders — the result of insecurity. Only the little man is above criticism. Only the fool will not accept it. For criticism from staff is appraisal and appraisal is essential to progress. The good leader welcomes criticism, evaluates it, and honors him who offers it.

17. Loyalty Begets Loyalty

The word loyalty has been poorly defined and badly abused. Loyalty has been thought of as devotion of staff to leader — as loyalty up. Some administrators have even defined it as a type of subservience on the part of staff — a sort of a blind faith in leadership.

These concepts seem shallow and unwise in a democratic system. The alert leader realizes that one has to give to receive loyalty; that loyalty begets loyalty; that loyalty down is as important as loyalty up. The real leader is loyal to a deserving staff and in return receives loyalty from them.

18. Know and Practice Sound Educational Theory

Knowledge of his job is a laudable target for any man, whatever his calling. The good administrator must know much about many things. His position demands know-how. He is expected to be conversant with educational theory. He must be ready, willing, and able to put the theory into use. If he does not feel capable in certain areas of administrative activity, he must acquaint himself with them as soon as possible.

19. Practice and Preach Democracy

This target looks big and easy to hit. Everyone in school business practices it. No? Well, everyone preaches it. True. To put the great idea into administrative practice requires courage. The administrator must be convinced that it is ultimately good. He must effect it in little, positive ways — by actual practice rather than by preaching. One way which won't promote it is to announce — "From now on this system will operate under democratic procedures, and I don't mean maybe!"

20. Develop Capacity for Doing Anonymous Good

A mark of greatness, this one, for most men are quite willing to serve others provided that such service is recognized publicly and recorded generally. Recall the old doctor in the novel. He had this magnificent capacity. As an administrator one must develop this until good is done because of need and not because of praise or gratitude. Genuine satisfaction comes from the deed itself rather than from the telling of it.

21. Use the Measuring Stick: What Is Best for Children

This is an elusive target. All too often the school administrator may forget that his reason for being is *children*. Budgets, staffs, meetings and speeches, important as they are, must be secondary to the welfare of the boys and girls of the community. All administrative functions, therefore, are facilitating functions and they must be in terms of what is best for children.

22. Bask in Reflected Glory

The true leader sees himself as a member of a team rather than the outstanding player. Sometimes we stand alone at the firing line but our score is chalked up for the entire team. Each good score is a team gain. The good leader sees to it that good work is recognized and proper credit given.

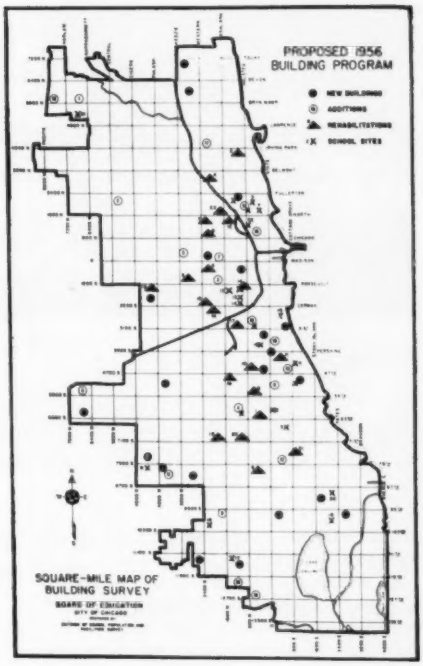
He remains in the background, discreet and effective while his staff succeeds in their endeavors. Although he could easily have it, he seeks to avoid constant personal publicity. This at times is difficult but he attempts to keep it at a minimum. Rather than be a star, he wisely contents himself with basking in the reflected glory of his staff. He has learned that the successful leader surrounds himself with successful men and that one is but the result of the other.

These 22 targets are among the most important in the sights of the young administrator. They are not all-inclusive, of course. There are other targets.

The young administrator should not feel that he has failed as an educational leader if he does not score well on each of the 22. The *perfect* school administrator? Not on this range; not that we know. But the administrator who conscientiously aims at those 22 and practices the art of marksmanship, will surely become a sharpshooter. Thus, the young administrator should eventually bring into his sights all things which provide the best education possible for his community's youngsters.

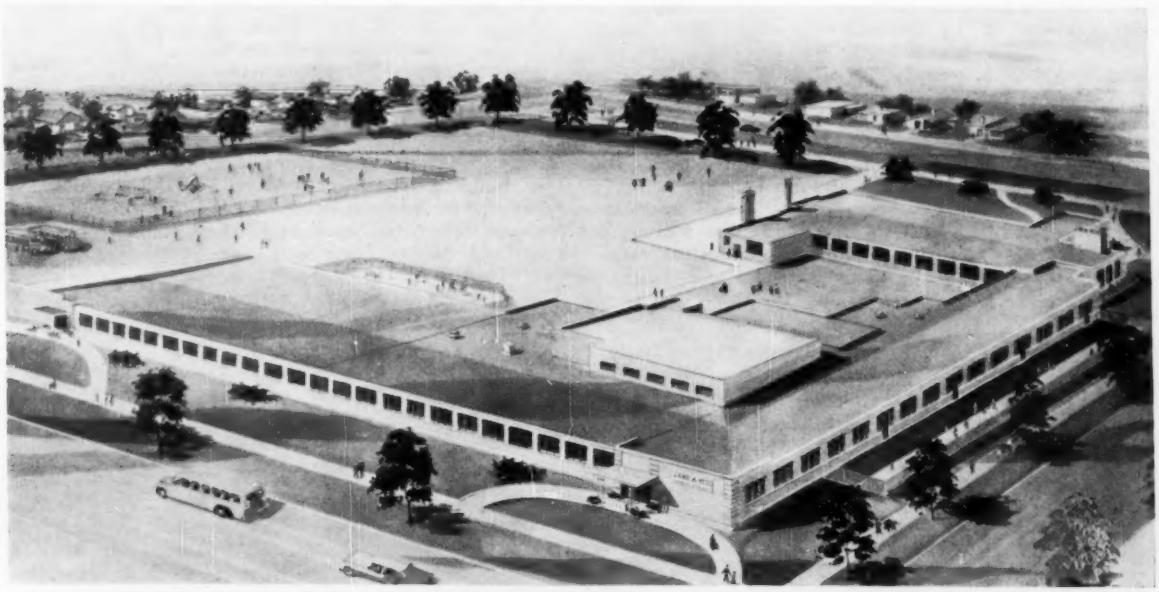
A Pictorial Review

CHICAGO'S MAMMOTH SCHOOL BUILDING PROGRAM



JOHN F. DELANEY
Director, Bureau of Public Information
Chicago Board of Education

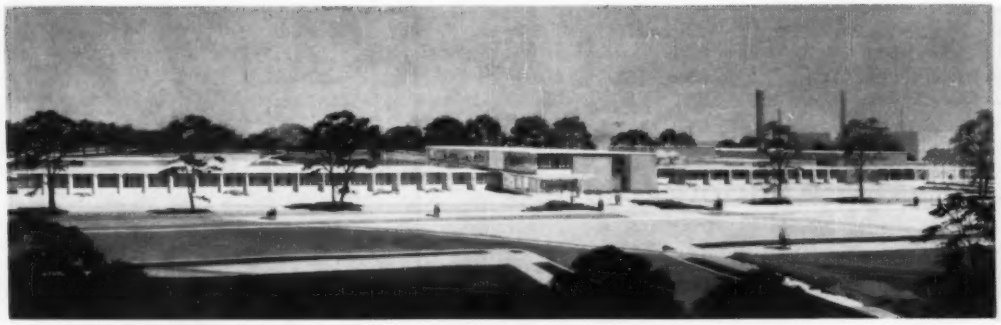
One can scarcely travel five miles in any direction in Chicago's neighborhood sections without being attracted by a new school building, the breaking of ground at a new school site, or evidence of a new public educational plant being erected as



JANE A. NEIL SCHOOL
For physically handicapped children

A kindergarten-primary school constructed with the many added facilities required for the comfort and education of handicapped children. Includes physio-therapy and hydro-therapy rooms, and sepcial treatment booths. The school contains 776,000 cubical feet and was built at a cost of $740,921. Constructed from the same basic plans were the Grimes, Nansen, and Solomon schools.

— John C. Christensen, architect.



GEORGE WASHINGTON SCHOOL —

A kindergarten-primary-secondary school built to accommodate 1200 pupils. Cubical content, 2,700,000; approximate cost, $2,750,000. — Perkins & Will, architects.

part of Chicago's multi-million dollar school expansion program.

At a recent meeting of the board of education, general superintendent Benjamin C. Willis discussed the third step in this program — based on Chicago public school needs for 1957.

Chicago can now see the completion of its first $50,000,000 building bond issue, authorized by the voters in 1951. The second phase of the Chicago plan has been launched and is well on its way.

The Architects' Role

Private architectural concerns will be engaged in planning and supervising the construction of some of the new schools — just as architectural firms have on three of the larger school buildings now being built.

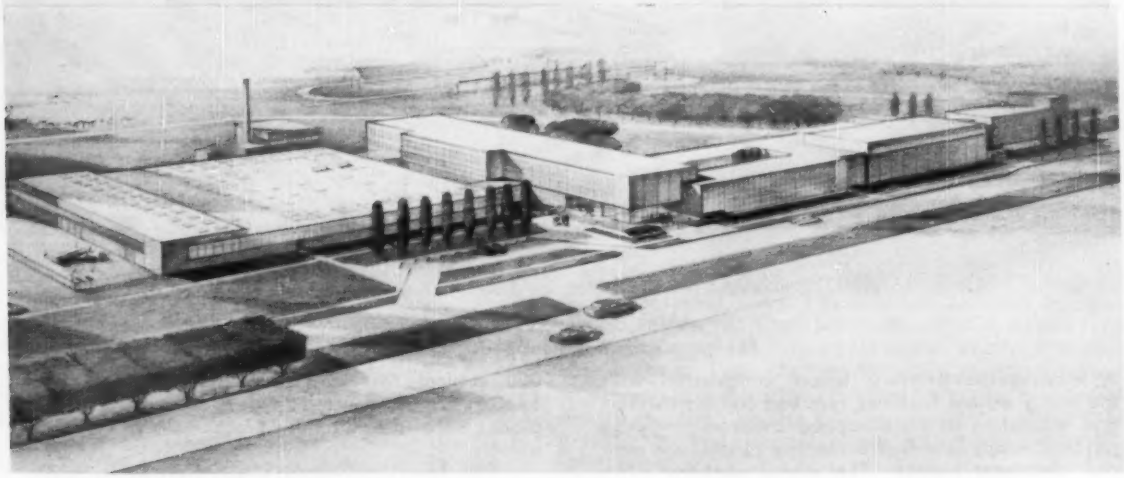
The architectural firm of Holabird and Root and Burgee is engaged in planning and supervising the construction of the new $6,000,000 Dunbar Vocational High School.

Perkins and Will, Architects and Engineers, are planning and supervising the construction of the George Washington Elementary and High School.

Schmidt, Garden and Erikson were the associate architects in planning and supervising the construction of the new $1,500,000 Skinner School, replacing one of the

DUNBAR VOCATIONAL HIGH SCHOOL

Varying in height from one to three stories, the new Dunbar Vocational high school contains among its facilities 18 classrooms, 19 shops, 7 commercial rooms, 6 drafting rooms, 5 laboratories, 3 visual education rooms, a library, auditorium, natatorium, boys' and girls' gyms, and an office suite. The building contract amounts to $5,156,904. Scheduled for completion in May of 1957, the building was contracted April of 1955. — Holabird and Root and Burgee, architects and contractors.



CARVER ELEMENTARY SCHOOL ADDITION

The new addition to the Carver elementary school is shown in the foreground with the existing structure in the background. The new building will provide 22 additional classrooms with a cubical content of 652,500 cubic feet. The approximate cost of the plant is $660,000.

— John C. Christensen, architect.

older west side schools where many noted Chicagoans received their primary education. This school is still in service — adjoining one of the board of education — Chicago Park District sites where a recreation area and small park will be built.

The Work of Two Bond Issues

Thousands of words could be used in describing the forward steps of the Chicago board of education but this is a pictorial review. Much of the advancement is told in the captions accompanying the illustrations.

One cannot review the multi-million dollar Chicago school building bond program without taking into consideration that the first bond issue provided funds for:

44 new elementary school buildings and additions which are now completed,
16 new buildings and additions nearing completion, and
12 new buildings and additions now in process of completion.

In many cases new additions are complete school units connected to the older building only by means of a passageway or hall. Funds for the major rehabilitation of many Chicago schools were provided for in the first bond issue.

Through economies and careful planning of the first bond issue, 37,000 seats were provided — while only 35,000 were originally anticipated.

A future tense must be used in commenting on how the second $50,000,000 bond issue will be spent. The board of education has already generalized and set forth the allocation of expenditures as follows:

Sites	$ 4,000,000
New Elementary Classrooms	$27,000,000
New High School Classrooms	$12,000,000
Replacement and Rehabilitation	$ 4,000,000
Vocational & Special Schools	$ 3,000,000

This pictorial review becomes a mirror for the second step in meeting increasing schoolhousing needs for the "Windy City" girls and boys.

The mirror clearly reflects the 1956 tentative building plan recently presented by superintendent Willis, encompassing 42 building projects. Thirty-three of these will be financed by the second $50,000,000 bond issue approved by the voters in April, 1955.

The expenditure foreseen is approximated at $30,150,000 from the bond issue money, and $3,633,000 from building tax fund levies. An additional $3,000,000 for school sites will come from the bond issue money.

"If our American way of life is to flourish, your school and mine must be the one with the emphasis on children. it must be one that has an educational program that meets of children and . . . the kind of school buildings that will serve as educational tools to make the goals possible."

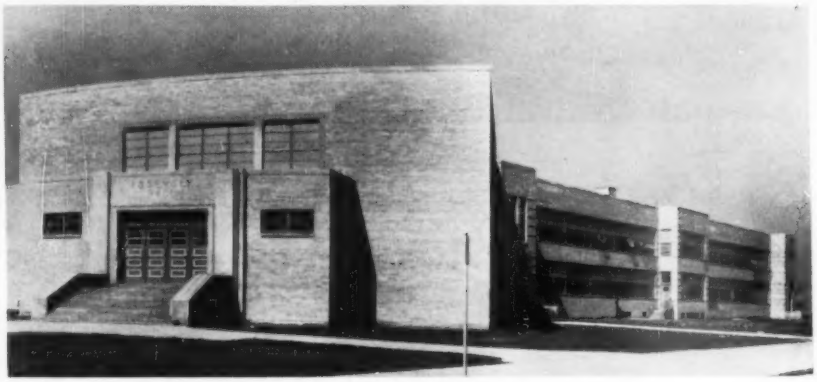
— From the Chicago superintendent's report, 1953–54.

Planned for the Future

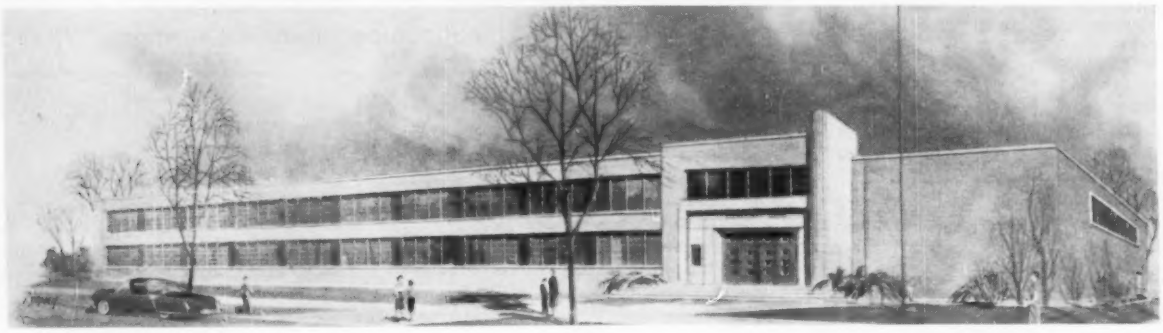
Among the schools tentatively proposed in the 1956 building bond program are five high schools; a school for socially maladjusted children; and 27 new elementary schools and additions. Nine schools are to be financed from tax fund levies at strategical locations.

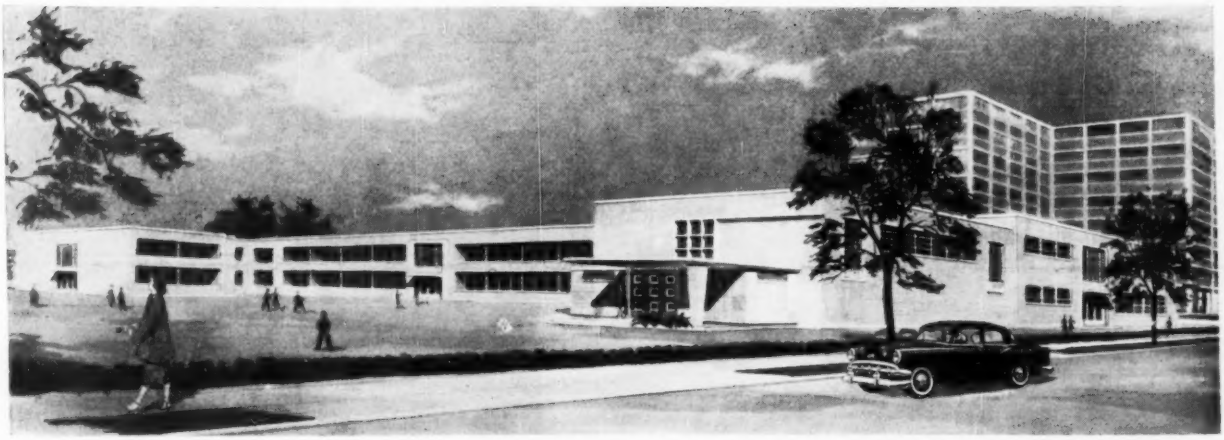
Several schools from a single set of plans were included in Chicago's mammouth building program . . .

Two examples of schools duplicated in several localities from the same set of plans are (above) the Goldsmith elementary school and (right) the Hale elementary school. The design for the latter was used also for the Phoebe Hearst school, and the Goldsmith plan was used for several other elementary plants.



Providing educational facilities for children on Chicago's south side are the Edward N. Hurley elementary school (above) and the Charles S. Deneen elementary school (below). John C. Christensen was architect for both buildings.





NEW BROWN ELEMENTARY SCHOOL

Replacing one of the first ten Chicago public schools (attended by Tad Lincoln, Abe Lincoln's son), the new Brown school is being constructed at a cost of $859,396 for a cubical content of 811,500 cubic feet. — John C. Christensen, architect.

Several of Chicago's newer elementary schools are shown here, representing only a few examples of the 27 new elementary schools and additions planned in the 1956 building program . . .

ADLAI EWING STEVENSON ELEMENTARY SCHOOL
(Cubical content, 655,000; $850,000 cost)
— John C. Christensen, architect.

Serving children on Chicago's south side, the new Thomas A. Hendricks elementary school is being built at a cost of $916,560. Cubical content is 888,000.
— John C. Christensen, architect.

THOMAS A. HENDRICKS SCHOOL

Ambassadors of Good Will

ELDEN M. AMUNDSON
Superintendent of Schools
Plymouth, Wis.

At the Seattle-Tacoma, Wash., airport, Plymouth, Wis., students view a point of interest.

Students at Plymouth High School, Plymouth, Wis., found the motto "One for All and All for One," paid off when they decided to become ambassadors of good will for their school, their city, and their state through a student exchange program last spring.

The appointment of an exchange committee in the student council found the entire school bursting for the answers to four major questions: Where would the students go? How would the trip be financed? Who would go? Of what would the program consist?

A western state that had some similarity to their own agricultural area was chosen as desirable by the committee, and negotiations through the state departments of instruction brought word that Kent, Wash., was interested in an exchange. As a result, Kent students scheduled the first visit to Plymouth in February, with Plymouth students to reciprocate in March. A budget was then set up by the Plymouth Student Council, and money for the fund was accumulated by the entire student body through such activities as an all-school talent show, magazine sale, and school carnival. Concessions at athletic events were sponsored by home rooms and organizations, with proceeds being contributed to student exchange. Train fare for the participants and an individual food expense account, which students could spend or save as they wished while traveling, came from this fund. At Kent (as at Plymouth) students were guests in homes of other students.

Applications from interested upperclassmen (freshmen were not eligible), stating qualifications and reasons for wanting to go, were screened by a faculty committee which set up the scholastic standards. Classmates then voted on eligibles. The two highest senior and junior boys and the two highest girls, scholastically as well as the highest boy and girl in the sophomore class, became the ten exchange students. The board of education supplied two teacher chaperons, both of whom had been associated with the program.

It was the desire of the Council and the faculty that students attend classes when not on educational field trips and that social activities be registered on the calendar of events planned for the visitors.

Plymouth exchangees, wishing to publicize their state as well as their school, took with them models of many Wisconsin products, pamphlets, pictures, films, and slides from state and local scenes and enterprises. Through the co-operation of the State Department of Agriculture, they were able to present a small package of cheese at Kent to all high school students, as well as to their hosts. Displays of Wisconsin and Plymouth life were arranged and talks were given at classes, at luncheons, and at clubs. Other preliminary activities included an exchange of letters between hosts and guests, a concerted study of their own state background, briefing in train etiquette, packing of luggage, essentials of being a good guest, etc.

— AP Wirephoto

Plymouth and Kent students leave a Seattle pier on a tour of Elliott Bay and the Lake Washington Ship Canal.

The students found new vistas of life opened to them. Kentonians viewed the economic aspects of an agricultural area, while their newly made Plymouth friends learned of life in the northwest, how to play hosts to strangers and how to become less provincial in their outlook.

For Plymouth, the entire program was a great unifying experience — all of the students worked for, and enjoyed, a common cause. It was good public relations as the community was drawn in and became more interested in their schools. While it is never possible to measure the intangible values in such a program, it was apparent that the exchange:

Broadened the participants' viewpoints,

Taught the students considerable geography and history,

Inspired other students to work for a chance to participate by improving themselves scholastically and as school leaders,

Brought out for the student body some of the values of English study: letter writing, speaking before groups, introductions, value of conversation, etc.,

Deepened vocational interests as the students thought of work outside their own locality and in the one visited,

Learned good etiquette when participating as hosts and guests,

Developed responsibility as all had to assume obligations.

As the Plymouth student body prepares this year to send 30 students on an exchange to Newton, Mass., it is convinced that where there is a will, a way develops and whatever one puts into the life of another, comes back into his own.

Recent Judicial Opinion XXXIII—

Board Responsibility for a Principal's Disciplinary Action

STEPHEN F. ROACH

Editor, **Eastern School Law Review**
Vice-Principal, J. J. Ferris High School
Jersey City, N. J.

A factor of increasing importance in school board operations, particularly in those states that have enacted "save harmless" statutes, concerns the status of the board when an alleged negligence on the part of a board employee contributes to, or causes, bodily injury to an aggrieved student or other person.

You will recall that "save harmless" statutes usually require boards of education, under certain conditions, "to protect and save harmless from loss" teachers or other board employees who are subjected to claims arising out of their allegedly negligent acts, which acts result in bodily injury to others. Such statutes already exist in several states.

A recent decision,[1] relating to such a statute, was handed down in the Connecticut Supreme Court.

Facts of the Case

This was an action for assault and battery brought against Coombs, principal of the Woodbury High School, and against the Woodbury board of education.

The complaint alleged that Swainbank, a sophomore in the high school, entered his home classroom to get books from his desk for the next class; that as he did so, he was whistling; and that Coombs struck him on the left ear causing personal injuries.

The school board members were made participants in the suit because, according to the complaint, they had engaged Coombs as principal; had authorized him, in that capacity, "to exercise disciplinary action over the students of the school"; and because the assault and battery "was committed in the discharge of his duties and within the scope of his employment."

Swainbank based his complaint, primarily, on the claim that a 1953 enactment of the Connecticut General Assembly had abolished the common-law defense of governmental immunity on the part of the board and had imposed on the board a direct liability to him (Swainbank) for Coombs' assault.

The 1953 enactment, in so far as material, provided that each board of education "shall protect and save harmless . . . any teacher or other employee . . . or any member of its supervisory or administrative staff . . . from financial loss and expense arising out of any claim, demand, suit, or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to . . . any person . . . provided such teacher . . . or employee at the time of the accident resulting in such injury . . . was acting in the discharge of his duties within the scope of his employment or under the direction of such board of education. . . ."

Is the school board legally responsible for injury caused by one of its employees in discharge of his disciplinary duties . . .

Issues of the Case

The basic question to be determined here was whether the quoted 1953 enactment operated to remove the defense of governmental immunity from the board of education and to impose on the board a direct liability to Swainbank for the injury caused, allegedly, by Coombs.

Also at issue was the related question: What is a board's liability, if any, for an assault and battery allegedly committed by an employee of the board — in this case, a high school principal — when the alleged act was performed in the course and scope of the employee's authority but which act was not performed at the direction or order of the board?

Findings of the Court

The court first noted that the board members were not being sued as individuals but as the board of education of Woodbury. For this reason, it held the defense of "governmental immunity" might be available to them. But the opinion added, no such defense of governmental immunity was available to Coombs "who is sued as an individual."

The opinion then pointed out that there was no question as to the "common law governmental immunity" being a defense to any liability on the part of the board of education in the absence, as here, of any allegation that it directly ordered the assault and battery.

Turning then to the pertinent 1953 statute the court held: "Obviously, the General Assembly felt that a school teacher should be held harmless from the burden of paying damages for certain acts of civil misconduct on his part and that this burden should be transferred to the taxpayers." The fact that this legislative objective could not be attained by merely abolishing the defense of governmental immunity on the part of the board — as well as the fact that if the General Assembly had intended to remove the defense of governmental immunity from the board of education, it would have been a very simple matter to have said so directly, unequivocally, and in a very few words — made it clear to the court "that the purpose of the statute was not to abolish the defense of governmental immunity. . . ."

Significantly, the court added: "This is in accordance with the expressed intent of the statute, with which, alone, we are

[1] *Swainbank* v. *Coombs et al.*, cited as 115 A. 2d 468 in the National Reporter System.

concerned. The actual intent of the General Assembly is, of course, immaterial even if it were ascertainable."

The opinion then continued: "There is nothing in the statute which . . . imposes on the board of education direct liability to this plaintiff. . . ."

After noting that this construction of the statute in no way affected Swainbank's right of action against Coombs, the opinion then went on: "On the contrary, [it] provides, where applicable, that Coombs be protected and saved harmless from loss of expense. . . ." But, the opinion added, unless, and until, Coombs had sustained a loss ". . . [even] Coombs' right of action under the statute against the board of education does not arise. The statute clearly provides for indemnification from loss, not . . . from liability." That is the board of education was liable, if at all, only to reimburse Coombs for whatever he might have to pay in the form of a judgment. The opinion then added, parenthetically: "[It] perhaps should be noted that the use of the word 'expense' in the statute is equivocal and may perhaps require the board of education to supply legal counsel to a teacher who is sued without his first actually having to employ and pay an attorney."

Concluding that Coombs, but not Swainbank, might ultimately have a cause of action against the board of education, "assuming he [Coombs] can prove the statute applicable," the court held that the board members in authorizing Coombs to exercise disciplinary action over the students, were "exercising merely a public function for which they receive no private or corporate benefit." Accordingly, Swainbank's complaint against the board must be dismissed.

Significance of the Case

The following points carry educational significance in this decision:

First: the courts will concern themselves with the *expressed* intent of a legislative enactment, not with the *actual* intent of the enacting body, even if the latter is ascertainable.

Second: In the absence of active wrongdoing on their part, the common-law defense of governmental immunity is available to school board members in "save harmless" states, where the members are being sued as the board, rather than as individuals.

Third: Where the purpose of a "save harmless" statute is to transfer the burden of paying possible damages from the schoolboard employee to the taxpayers, no direct liability is thereby imposed on the board to the third-party injured person.

Fourth: Where a "save harmless" statute provides only for indemnification *from loss*, the board is liable, if at all, only to reimburse its employee *for actual losses* thus sustained.

Fifth: The liability of a board employee must first be established before a "save harmless" statute can impose any liability on the board for reimbursement.

Sixth: In authorizing a school principal to exercise disciplinary action over students, board members are performing a public function.

Load, Capacity, and Use Factors in Secondary Schools

S. S. MAYO
Assistant Superintendent
Sequoia Union High School District
Redwood City, Calif.

The necessity for efficient usage of existing plants and facilities, and for economical planning of new buildings is of paramount importance during periods in which rapid expansion is necessary. Attention is focused upon this phase of school planning when double sessions, expanded days, decreased offerings, defeated bond issues, and tax resistance all add to the dilemmas faced by school boards and other school administrators.

Factors in Plant Capacity

There are two groups of factors to be considered in planning a new plant to satisfy a selected capacity and to schedule classes in an existing plant so that the maximum plant usage will result. The first group may be classified as "Load Factors," and the second as "Capacity Factors."

Load Factors depend upon (*a*) the number of pupils to be enrolled and (*b*) the number of subjects each pupil takes. Only one of these can be modified by the school administration: subject offerings may be limited. The number of pupils is not under the control of the school; all those qualified to enroll must be accommodated.

Capacity Factors are dependent upon (*a*) the number of classrooms available as well as gymnasiums, libraries, cafeterias, multi- and special-use rooms, (*b*) the number of periods in the daily schedule, (*c*) the number of pupils in each class, and (*d*) the degree of full usage of all rooms and facilities. It is in the area of these factors that the administrator may make modifications which will increase the capacity of the plant, even to the point of avoiding double sessions.

Effective modifications may be made especially in (*d*) the degree of full usage, and it is in this area that the first efforts should be directed.

Determining Full Usage

The Use Factor may be determined by the application of a simple formula derived as follows:

1. Load Factors:
   a) Number of pupils (P)
   b) Number of subjects each pupil takes (S)
2. Capacity Factors:
   a) Number of classrooms (R)
   b) Number of periods in the daily schedule (Pd)
   c) Class size (C)
   d) Degree of full usage (°)

The Formula:

$$(°) = \frac{P \times S}{R \times C \times Pd}$$

Illustrative case: 1562 pupils are enrolled; each pupil is enrolled in an average of 4.8 classes, exclusive of physical education (some are taking five and some four classes); there are 49 classrooms, with six periods in the daily schedule; and the average class size is to be retained at 30. The formula becomes:

$$(°) = \frac{1562 \times 4.8}{49 \times 30 \times 6}$$

Solving for (°) we obtain .85

By careful scheduling of classes and by neater arranging of the schedule, the .85 may be increased and the factor (1562) enlarged to a number approaching 1837.5 as .85 approaches 1. Of course, 100 per cent usage cannot be achieved, but improvements in degree of usage are often possible, without changing factors S and R.

It is to be assumed, in these considerations, that gymnasium, library, cafeteria, and special use rooms are adequate to care for the increased loads. The formula has to do with classrooms only.

In Relation to Load and Capacity

Other uses of this formula may be made in answering questions related to load and capacity:

a) If it is desired to determine the number of pupils that may be accommodated in a given number of classrooms, the formula becomes

$$P = \frac{R \times C \times Pd \times (°)}{S}$$

Solving for P in the illustrative case we have

$$P = \frac{49 \times 30 \times 6 \times .85}{4.8} \text{ or } P = 1562$$

A review of the various factors which go to determine how efficiently secondary facilites are being used and how to plan new buildings for maximum room usage . . .

b) If it is required to determine the number of classrooms to care for a given number of pupils, the formula becomes

$$R = \frac{P \times S}{C \times Pd \times (^{\circ})}$$

Solving for R in the above case we have

$$R = \frac{1562 \times 4.8}{30 \times 6 \times .85} \text{ or } R = 49$$

If C (30 in the illustration) varies because of variable room sizes, or for other reasons, the solution may be obtained in this manner:

Determine the number of student places (N) in all classrooms, and substitute this total for R × C in formula (*a*). The formula then becomes $P = \frac{N \times Pd \times (^{\circ})}{5}$

A modification of this formula becomes a valuable tool in supplying the architect with educational data necessary for determining the number of room for a proposed new school with specified capacity.

Effective Formula Use

To develop the formula and to use it effectively, the educational administrator should understand thoroughly what it will show, its limitations, and the importance of accurate basic data. The following data should be collected and arranged as suggested:

1. Tabulate enrollments by classes and total by departments.

2. Add department totals and divide by number of pupils actively enrolled. This quotient is average number of classes per pupil. Subtract 1 from this quotient, since no classrooms are needed for physical education (*b* in formula).

3. Divide each department total by grand total, obtained in 2 above. This gives the per cent enrollments by departments and provides the variable in the formula.

4. Determine the wanted capacity for the school to be built.

5. Multiply the capacity selected by the quotient, less 1, obtained in 2, by the per cent for each department, obtained in 3. Divide this product by the product of the desired class size and the number of periods in the daily schedule.

6. Simplify the formula by performing the indicated multiplications and divisions with the constants in the formula.

7. Apply the simplified formula to each department to determine the number of classrooms needed.

TABLE I. The Formula Applied

	1	2	3	4
Departments	*Factor*	*% Enrollment*	*Product*	*No. of Rooms*
Art	39.17	3.5	1.37	2
Commercial	31.33	11.7	3.66	4
English	31.33	24.0	7.52	8
Homemaking	39.17	5.5	2.15	3
Languages	31.33	7.3	2.29	3
Mathematics	31.33	11.8	3.69	4
Mech. Drawing	31.33	1.8	.56	1
Music	31.33	3.3	1.03	1
Science	31.33	10.9	3.41	4
Social Studies	31.33	16.5	5.17	6
Shops	39.17	3.7	1.44	2
			32.29	38

(Use Factor .85)

Formula Application

To clarify these procedures, application will be made in a situation with the following known data:

1. Plans are to be made for a secondary school to house 1200 pupils, grades 9 to 12, inclusive.

2. There are to be six periods (exclusive of lunch) in the daily schedule.

3. Academic class size is fixed at 30, and art, homemaking, and shops at 24.

Data collected from the history of enrollments in the district indicate that:

4. Pupils will probably take an average of 5.7 subjects, including physical education.

5. Pupil-class enrollments will be distributed according to the percentages shown in Column 2, Table I (step 3, above)

The Formula:

a) Number of pupils (P) 1200
b) Subjects per pupil (S) 4.7
c) Per cent enrollments by departments (%) *See* Table I
d) Class size (C) 24 or 30
e) Periods per day (Pd) 6
f) No. of classrooms by departments (R) R

$$R = \frac{P \times S \times \%}{C \times Pd.} \text{ or (a) } R = \frac{1200 \times 4.7 \times \%}{30 \times 6} \text{ (for academic)}$$

and (b) $R = \frac{1200 \times 4.7 \times \%}{24 \times 6}$ (shops, art, homemaking)

The Formulas Simplified:

a) $R = 31.33 \times \%$ (for academic)
b) $R = 39.17 \times \%$ (for shops, art, homemaking)

1200 is 40×30 and $\frac{141}{180} \times 40 = \frac{94}{3} = 31.33$

b) $\frac{141}{180} \times 50 = 39.17$

This formula can be applied to any capacity school by changing P in the numerator to the desired number, i.e., for 800, (*a*) above becomes

$R = 20.89 \times \%$ and (*b*) becomes

$R = 26.11 \times \%$

The application by departments is shown in Table I, R for each department shown in Column 4.

Proof of the Formulas:

a) Thirty pupils, average number of subjects per pupil 4.7, will require 141 pupil-room spaces. One room will provide 180 pupil-room spaces in a six-period day at 30 per class. Therefore, 30 pupils will require $\frac{141}{180}$ rooms.

OPPOSE 12-MONTH PLAN

The Citizens School Study Council of Fairfield, Conn., has recently made a study of the so-called 12-month school plan under which the children would attend classes at least 11 months and would be permitted to have only four weeks of vacation during the year.

The committee found that the plan has four main advantages: (1) school buildings and equipment do not stand idle during a part of the year; (2) fewer school buildings will be needed, thus reducing *unusual* expenditure, debt service, and insurance; (3) fewer textbooks will be needed at any one time; (4) economy in school administration will be achieved.

In the Fairfield schools, the adoption of the plan of a school year of 240 days would avoid a prospective increase of 3.3 mills in the tax rate by 1960. There would be a reduction in the total capital investment in buildings of perhaps $4,000,000.

The committee found, however, that the disadvantages of the plan strongly overshadow the advantages, and that they could not recommend its adoption. They advanced ten main reasons against the program: (1) there would be a disruption of the present social life of the community; (2) it would be necessary to make drastic alterations in the methods of operating the schools; (3) there would be difficulty in handling the summer repairs and maintenance work: (4) the management of the teaching staff would become difficult because of vacations and scattered leaves of absence, and the quality of teaching would be distinctly affected; (5) some pupils and teachers would be forced to take their vacations at undesirable times of the year; (6) it would possibly be necessary to carry on classes on Saturday and this would be objectionable, particularly to families who observe Saturday as the Sabbath; (7) the summer sessions could hardly be successful without air conditioning the classrooms; (8) the salaries of the administrative staff would necessarily be increased to compensate for the additional load; (9) there would be conflict with the free time activities of children's groups such as the Boy Scouts, etc.

The final part of Professor Punke's summary of legal decisions involving . . .

Care, Injury, and Tort Liability in Pupil Transportation

HAROLD H. PUNKE
Professor of Education
Alabama Polytechnic Institute
Auburn, Ala.

c) Liability Insurance as Protection Against Bus-Driver Negligence

Since courts generally hold that school districts as arms of the state are not liable at common law for injuries resulting from the negligence of their employees, several states have enacted legislation authorizing school officials to secure liability insurance for the protection of such injured parties. Some states have enacted statutes which directly abrogate the tort immunity of school districts or other state agencies.

Where school districts are authorized to provide liability insurance, under direct legislation or under judicial interpretation of broad district powers, several issues may arise. One issue concerns the status of district immunity when the district secures liability insurance. A 1944 case[38] was governed by a statute which stated that the school board "shall have authority to provide at public expense for insurance against the negligence of the drivers of school buses operated by the board." It was in effect alleged that the taking out of insurance abolished district immunity. The court pointed out that the statute was not mandatory, but only conferred discretionary power to provide insurance. There is nothing the school board can do by its own action to remove it from the category of immunity, said the court — in regard to hazards included or omitted from the policy, timely notice to the insurer regarding accident, or in other ways.

Courts in several recent cases have been called upon to interpret the provision of specific policies — in the light of prevailing statutes. Two such cases have arisen in Kentucky. In one case[39] the suit was related to injury of a 15-year-old child through alleged negligence of a district bus driver. The policy provided that "in the event a claim arises under this policy" because of an accident "or in the event suit is brought to enforce such claim the company will not deny liability by reason of the named insured being a State, County, or Municipal Corporation." A statute said the school board "may . . . provide for liability and indemnity insurance against the negligence of the drivers or operators of school buses owned or operated by the board," and stipulated that the indemnity bond or insurance policy "shall bind the company to pay any final judgment rendered against the insured for loss or damage to property of any school child or death or injury of any school child or other person." The court pointed out that the policy was not an indemnity policy, agreeing to reimburse the district for sums it might be compelled to pay as damages, "but a liability policy issued for the benefit of injured third parties." The court said that the statute did not make the board liable for torts of employees but permitted the board to be sued, and added that a judgment obtained when made final "shall measure the liability of the insurance carrier." "In no event," added the court, "can the judgment be collected out of school funds." In the opinion, the court observed that when the company issued the policy it intended to provide insurance coverage and not have the board pay premiums out of public funds for nothing and make the policy a virtual fraud. The court also noted the change in the statute since the facts of the Wallace case arose[40] — on which the company relied to defeat the claim.

The other Kentucky case[41] was governed by the same statute, and concerned liability for injury to a school board member who was riding home on the school bus at the invitation of the superintendent. Board member Combs had been procuring certain deeds for the board. When he finished this work the county superintendent invited him to ride home on a school bus which passed Combs' home, and the superintendent took Combs to a point where he could catch the bus. The bus hit a truck, which was parked near and partly on the highway, and Combs suffered injuries from which he soon died. The insurance policy provided that the company would pay any final judgment rendered against the insured, for bodily injury to any person due to negligence of board employees. The court pointed out that under the statute coverage of "any school child or other person" who might suffer injury or death because of driver negligence was mandatory, regardless of any provision in the policy that might attempt to limit coverage more narrowly. The superintendent was charged with maintenance and control of school buses, and had authority to request the driver to permit Combs to ride — and thus save the district other transportation expense for Combs while he was engaged in district business. Hence Combs was lawfully on the bus, and it was operating on a mission which was "reasonably necessary and incidental to school activity," said the court. In holding the company liable for the injury to Combs, the court added:

> When the provisions of a liability insurance policy are found to be so conflicting, ambiguous and confusing as to require interpretation by the Court, that interpretation should be given which will protect the insured party for whose benefit the policy was issued in preference to that which would defeat his claim unless such an interpretation would be unfair, unreasonable, and irrational in the light of the real intention of the parties and the Statute under the authority of which it was issued.

[38] *Uts* v. *Board of Education of Brooke County* (Supreme Ct. of Appeals, W. Va.), 30 S.E. (2d.) 342.

[39] *Taylor* v. *Knox County Board of Education* (Ct. of Appeals, 1942), 292 Ky. 767, 167 S.W. (2d.) 700, rehearing denied.

[40] *Wallace* v. *Laurel County Board of Education* (1941), 287 Ky. 454, 153 S.W. (2d.) 915, discussed in *Law and Liability in Pupil Transportation*, p. 249.

[41] *Standard Accident Insurance Co.* v. *Perry County Board of Education* (Fed. Dist. Ct. 1947), 72 F. Supp. 142.

One question in a Tennessee dispute[42] concerned liability of the insurer for injury to a child who was being transported, but who lived within two miles of school and whom the statute accordingly did not require the school board to transport. The court stated that there was nothing in the insurance policy limiting liability to children who reside over two miles from school. The fact that the board was not required by law to transport the injured child, did not relieve the company of liability.

It was also contended in this case that since the transporting agent — Taylor and Company — was operating more than one bus under the contract, it was necessary for the board to show that the bus involved in the accident was covered by the particular policy submitted in court. The court said that as long as the proof showed that the board required school buses operating under contracts with it to carry indemnity insurance, "whether this particular bus was covered by the policy introduced in evidence is immaterial on the issue of immunity from liability." Proof of the amount of coverage becomes material only in collecting a judgment rendered, said the court, adding that the judgment would have to be enforced exclusively against the indemnity and not otherwise against the district.

A recent Wisconsin decision[43] hinged on the right of an injured invitee to recover. The Eau Claire High School debating team was being legally transported to Spooner to participate in school debate activities. En route to Spooner the bus passed through Bloomer. The debate coaches of Eau Claire and Bloomer agreed that the bus would pick up the Bloomer team and take them on to Spooner. Upon the return trip, a Bloomer child was injured. Under the statute which abrogated district immunity there was no question about liability of the Eau Claire district for any Eau Claire child who might have been injured, since debating was a part of the school program in connection with which pupils might be transported but the court held that the Eau Claire coach had no authority to invite the Bloomer child to ride the Eau Claire bus and that the Eau Claire district could not be liable for injury to anybody who was not legally on the bus. The court stated: "persons using a vehicle in the conduct of their business are not liable for injury to passengers taken on by the drivers of their vehicles without authority of their employers."

d) Bus Injury to Third Persons on Highways

Negligent operation of school buses in some instances results in collisions with other vehicles on highways or in other accidents which result in injury to persons not riding on the bus or in damage to their property. The Treadway case from Texas,[44] reviewed in connection with liability when performing proprietary in contrast with governmental functions, is such an instance.

Another such case is *Hansley* v. *Tilton*.[45] Tilton was operating the bus at night on a school board mission when he collided on a narrow bridge with Hansley driving a private car — moving in the direction opposite that of the bus. The bridge was 76 feet long, had a straight approach at each end, and was clearly marked "narrow bridge." The car was 66 inches wide and the bus was 95 inches wide. At the time of the collision the clearance lights on the bus were not burning, as legally required for night driving of vehicles over 80 inches wide. Tilton knew the width of his vehicle but there was no reason for Hansley to anticipate a wide vehicle which could not pass on the bridge, reasoned the court. Tilton said he thought he could beat Hansley across the bridge, and shoved the accelerator to the floor in an attempt to do so. The bus crashed Hansley's car head-on, and continued on its way for 375 feet before stopping. Hansley was killed in the collision. Tilton showed that his clearance lights were burning three nights before the collision, and in support of the assumption that they were burning on the night of the collision he pleaded the "continuing-nature" principle — that "proof of the existence at a particular time of a fact of a continuing nature gives rise to an inference, within logical limits, that it exists at a subsequent time" (31 C.J.S., Evidence, Sec. 124). The court said this principle did not apply, since an examination of the bus showed that the clearance lights were not connected with any current at the time of the accident — regardless of the situation three nights earlier. It was the school board's duty to keep the lighting system in order, but the driver's duty to know whether it was in order. It was negligence to drive a 95-inch bus on a highway at night without clearance lights burning. There was also negligence in driving at an unreasonable speed under the circumstances, in failing to have the bus under reasonable control, and failing to keep a reasonably careful lookout.

An Oklahoma school bus was taking seniors on a trip to Indianapolis, and when passing through Kansas the bus collided with a car from Arizona.[46] Action was brought against the board and the district for negligence in operating its bus. It was alleged that the bus had poor brakes and was otherwise dilapidated and that the district knew the driver was reckless and had faulty vision. It was contended that since the district was operating the bus outside the state it was engaged in a proprietary and not a governmental function — particularly, as it was contended, when such out-of-state use was contrary to statute and to regulations of the state school board. Among its responses the district said it could not be sued in Kansas but only in its home state (Oklahoma) or the home state of the plaintiff (Arizona). This contention was disposed of when the court pointed to a Kansas statute making the acceptance by a nonresident of the right to operate a motor vehicle in Kansas equivalent to appointing the Secretary of State as agent upon whom service of process might be made. Hence, the Kansas court had jurisdiction. The court cited Oklahoma decisions to show the differences between proprietary functions as carried on by cities, and the transportation activities of school districts — as reasoned that transporting the seniors was a governmental function. Plaintiff also contended that the district could not plead that the use being made of the bus was *ultra vires*, and thereby defeat plaintiff's recovery of damages. In rejecting this contention, the court said: "It would be anomalous, to say the least, if a school district which cannot be required to respond in damages where legally transporting its children to school, could be subjected to such damages because its board permitted such bus to be used in an illegal out-of-state excursion." There was no district or board liability.

e) Amount of Damages Allowed

In addition to understanding the circumstances and legal principles under which damages might be allowed for personal injury, resulting from the negligence of school bus drivers, the amount of damages allowed is significant. Pertinent facts from a few cases bearing on this point are therefore summarized. In the Greene Case[47] a 7-year-old girl who had just alighted and started across the road in front of the bus was "side-swiped" by it as it started up from the unloading point. As soon as the bus passed she was found prostrate in the middle of the road, having suffered injuries from which she died. Damages in the amount of $6,000 were awarded. Evidence in the Van Cleave case[48] indicated that through bus-driver negligence a 6-year-old boy suffered a fracture of the cervical spine. He was hospitalized for three weeks with day and night nurses; involuntarily voided, and was nervous and hysterical and had to be surrounded by sandbags part of the time while in the hospital; had to wear a halter over his head with weights attached when leaving the hospital; was in a body cast and back

[42] *Taylor* v. *Cobble* (Ct. of Appeals, 1945), 187 S.W. (2d.) 648, certiorari denied.

[43] *Huettner* v. *City of Eau Claire* (Supreme Ct., 1943), 243 Wis. 80, 9 N.W. (2d.) 583.

[44] *Treadway* v. *Whitney Independent School Dist.* (Civ. App., 1947), 205, S.W. (2d.) 97.

[45] *Hansley* v. *Tilton* (Sup. Ct. N. Car. 1951), 65 S.E. (2d.) 300.

[46] *Thurman* v. *Consolidated School District* (U. S. Dist. Ct. Kansas, 1950), 94 F. Supp. 616.

[47] *Greene* v. *Mitchel County Board of Education* (Supreme Ct., N. Car., 1953), 75 S.E. (2d.) 129.

[48] *Van Cleave* v. *Illini Coach Co.* (1951), 344, Ill. App. 127, 100 N.E. (2d.) 398 rehearing denied.

brace for a long time; and his physician testified that the boy would have to be checked over once or twice a year until grown. Medical and hospital bills amounted to $1,400. The court sustained damages of $5,000.

A case arose in Oklahoma[49] in which a 6-year-old boy was struck by a truck upon alighting from a school bus and starting across the highway in front of the bus. He died about five hours after being struck. Damages of $5,000 were awarded. A New York girl[50] suffered an eye injury when struck by a paper clip shot by another student on the bus. The cornea of the eye was perforated, iris ruptured and caused to adhere to the lens, and other injuries were sustained resulting in permanent impairment of vision to the extent of about 60 per cent. Subsequent operation to remove a traumatic progressive cataract was made necessary. The child was entitled to a verdict awarding $10,000 damages — and the father entitled to $3,000 for damages and loss of service. A 12-year-old Pennsylvania girl[51] was acting as student patrol officer on a bus bringing students to her school. As the driver made a sharp turn to the left the door by which she was stationed suddenly opened and she fell out backward — striking her head on the pavement and suffering concussion of the brain. She sustained such loss of memory as not to recall what happened at the accident, was hospitalized for eight days and then cared for at home for two weeks before returning to school, and suffered dizziness and headaches at times after returning to school. However, her doctor testified that her condition should clear up entirely within a reasonable time. The jury awarded her $750, and awarded her father $119.50 — the full amount of medical and hospital expense. The court recognized that the $750 was modest, but did not consider it so inadequate as to warrant setting aside the verdict and granting a new trial as was requested in her behalf. In the Eason case[52] a 12-year-old boy sustained such eye injury as to result in complete loss of sight in his right eye. The petition for damages based the request on a life expectancy of 36.27 years after the boy reached his legal majority and on a reduced earning capacity amounting to $2,000 per year. In addition to the $72,540 calculated on this basis, a sum of $25,000 was included for pain and suffering experienced by the boy — or a total of $97,540. Judgment was in favor of the boy, although the case report does not specifically state that the $97,540 asked for in the petition was granted in full.

[49] *Earl W. Baker and Co.* v. *Lagaly* (Circuit Ct. of Appeals, 1944), 144 F (2d.) 344.

[50] *Maley* v. *Children's Bus Service, Inc.* (Supreme Ct., 1952), 117 N.Y.S. (2d.) 888.

[51] *Sanovich* v. *Wray* (Dist. Ct., 1946), 95 Pittsburgh Legal Journal 121.

[52] *Eason* v. *Crews* (Ct. of Appeals, Ga., 1953), 77 S.E. (2d.) 245.

PUPIL STRIKES in Our Schools

STUART ANDERSON
Professor of Education
Eastern Illinois State College
Charleston, Ill.

In recent years, pupils in a number of public schools have resorted to going out on strike in protest to some action which displeased them. Why did these pupil strikes occur? Where did they take place? How long did they last? How were they settled? The answers to these questions have been the major purpose of this inquiry.

Getting the Answers

Double government post cards were sent to the 48 chief state school officers some time ago asking for the names of cities which had experienced a pupil strike since 1945. Although most of the states co-operated, in some cases it was necessary to contact the state education association for this information. A review of the literature also was made. From these sources a list of 61 communities which had had pupil strikes was compiled. Double government post card inquiries were then sent to the superintendent of schools in each of these cities. This inquiry requested the following information: month and year the strike occurred, cause, length of the strike in days, and method of settlement. Replies were received from 31, or slightly more than 50 per cent of the administrators. The findings reported here are based largely on these returns plus the articles on pupil strikes which were reviewed.

Cause of Strikes

Practically one half of the pupil strikes involved the dismissal of a teacher or administrator; this was the largest single cause, and usually these strikes took place in comparatively small communities. Failure to re-employ a coach accounted for three protests of this type.

Racial conflict between white and colored students was the second largest cause and took place primarily in the larger cities such as Gary, Ind.; Los Angeles, Calif.; and Detroit, Mich. Gary has experienced several strikes caused by a nonsegregation policy.

Disciplinary action taken by teachers against pupils resulted in three strikes. In one case a teacher struck a boy at a ball game, and the boy was suspended for actions leading up to the incident. Another case involved the use of corporal punishment of a freshman boy who was relatively incorrigible and who had a court record.

Two protests were directly attributed to attempts at school consolidation. Although no strike was actually precipitated, the agitation by parents in one city prompted students to parade and demonstrate against a proposed plan which would have eliminated their school. Because the board dismissed a principal who refused to co-operate in the consolidation of two high schools, students in a Georgia community went out on strike.

Attempts to de-emphasize interscholastic athletics resulted in student resistance in two cities. In a Florida city, athletics were suspended until a group of students who had caused a severe disturbance after a game were identified and dealt with. Desire of the students to attend the state basketball tournament and to stand back of the superintendent and coach prompted a strike in an Oregon community. The discontinuance of football in a Pennsylvania school caused the students to strike.

Students also went out on strike for the following reasons:

1. Displeasure with food in the lunchrooms.
2. Demand for a longer holiday recess so students could work in stores before Christmas.
3. Removal by school authorities of a soft drink machine after a small boy had injured his arm in the dispenser. These Texas youngsters apparently refused to go without their cokes.
4. Discontinuing of extracurricular activities. New York City teachers had refused to supervise extracurricular activities unless they received more money. More than 25,000 high school students sided with

their teachers' campaign to get higher salaries.

Length of Strike

School days lost because of pupil strikes ranged from less than one day to four weeks, with two days being most common. Three strikes lasted a week, while three others were settled in less than one day.

More than half of the pupil strikes took place during the two spring months of March and April, with the latter month being most frequent. September ranked third and May fourth in frequency.

Settlements

Teacher Dismissal

Under the common law, and under statutes generally, teachers cannot be dismissed without cause. Causes for dismissal frequently cited include failure to observe school board regulations, incompetency, neglect of duty, and immorality.

In 75 per cent of the strikes which involved the dismissal of a teacher, coach, or administrator, the action of the board was sustained. In other words, the pupils lost in their protest. Specific action taken in some of these cases included:

1. State department officials helped and parents sent pupils back to school.
2. Parents took a hand and stopped it.
3. Town leaders, including the clergy, assisted the school authorities.
4. Students were ordered back to school.
5. Parents were required to bring students back who were then placed on a one year probation.

Nonsegregation Policy

Gary: The superintendent persuaded students to return to class and promised them an opportunity to present their grievances to the school board.

Gary: Negro and white students not only negotiated a truce but endorsed the operation of the schools on a nonsegregated basis.

Gary: Despite efforts on the part of the truant leaders to make the strike citywide, the action of the school board, supported by leading citizens and organizations, effectively confined it to one school. All truants who did not comply with the school board's order to return to classes within a specified time were disciplined; those over 16 years old, about 600, were expelled; parents of those under 16 were notified that, unless their children returned to school within the dead line, they would face charges of contributing to truancy. Although the students remained away from school for about a week, demanding that the 38 Negro pupils be withdrawn from school before they returned, all of the students had returned to their classes by the middle of September.

Los Angeles: The students participating in the action were suspended by the school board, which took other action to allay the tension and to stand behind the right of the Negroes to attend the school. The majority of the striking pupils had returned to their classes by midweek, but only after their parents had signed a pledge not to permit them to repeat the demonstrations and had endorsed the penalizing action of the school board.

Detroit: The walkout was soon halted when the school board reversed its decision which would have segregated Negro students. This strike differed from the others reported in that Negro pupils and their parents conducted a walkout in protest against a plan to segregate them.

Pupil Discipline

In the incident which involved relatively undue and unfair discipline by the principal, the students voluntarily returned to classes after two days. Shortly after this incident the principal resigned.

Those students who protested against a teacher hitting a boy, were required to make up double time in detention and also lost their privileges for the remainder of the year.

In the case of questionable corporal punishment of a freshman boy, the teacher resigned, but was later reinstated and resumed teaching after two weeks.

Athletics

In the Pennsylvania community which discontinued football, the striking pupils returned before the three-day illegal absence law was invoked.

By using tact and diplomacy, the new administration successfully answered students who had protested against a change in board personnel plus refusal by the administration to permit them to attend the state basketball tournament.

Two public hearings were held and the principal resigned as a result of the strike which was perpetrated when athletics were suspended because of rowdyism following a game.

School Consolidation

In the case of the Georgia principal who reportedly refused to co-operate with the board of education on the consolidation of two high schools, a new principal was appointed. An audit of the former principal's books and those of the athletic association revealed apparent shortages of funds.

Although there was no actual strike, parents in the Onward, Ind., school district objected to the consolidation which would have eliminated their school. They prevented the removal of equipment, even by the state police, and paid teachers out of collected funds. The pupils actually had little to do with it except when agitation by parents prompted them to parade and demonstrate in protest. The Onward parents apparently intended to continue to pay teachers salaries.

Other Settlements

The pupils who wanted a longer Christmas vacation so they could work, gained little except notoriety. They returned to classes with no promise except to be dismissed early so that they could work, as had always been the rule.

In the incident which concerned dissatisfaction with the food in the school lunchroom, an effort was made to correct any fault actually found. Apparently the students made more of an issue of this situation than the evidence justified. Some individuals seemed to think that they had found a long sought bit of gossip for which they might request the removal of the principal.

In Conclusion

The strike as a technique of social action is no stranger in this country. Many of the gains made by organized labor in the United States can be attributed to its use, or the threat of it.

Important questions for educators to answer are these: Is the student strike necessarily consistent or inconsistent with the best principles of democracy? Should defiance to established authority be tolerated in a community? Should the young offenders be punished? Is one of the essential characteristics of a good school the orderly conduct of its pupils?

From this survey of strikes initiated between 1945 and 1951, it appears that in most cases the students lost. The action taken by the administration or board of education was usually upheld. Parents should realize that education is legally a function of the state and that because of this status, school board officers are in reality state officials.

In planning suitable experiences which will help boys and girls to live more effectively in a dynamic and democratic society, educators might well consider some of the following problems which are closely related to pupil strikes:

1. The rights, benefits, and responsibilities of adult citizenship.
2. The problems of intercultural education in nonsegregation communities.
3. Is Communism likely to flourish in a community which solves racial problems of overcrowded housing and employment discrimination in a fair and equitable manner?

SCIENCE REQUIRED SUBJECTS

The growing problem of insufficient scientific manpower has its roots in the classroom, according to the Federation of Science Teachers, which held a meeting in New York City in December.

According to Alexander Taffel, federation president, the dwindling supply of scientists and engineers may be traced to (1) the failure of schools to attract a sufficient number of qualified teachers; (2) the failure of schools to guide competent pupils into scientific fields; and (3) the high cost of science education.

Mr. Taffel recommends at least one year of biological science and one year of physical science for all pre-college students, whether they plan science careers or not. Just as important, he said, is the need to finance science education far more generously than has been done in the past. Such support should provide salaries high enough to attract highly trained teachers into the field.

The "Fruition"

of the Building Program

in Jamestown, N. Y.

THE GEORGE A. PERSELL SCHOOL

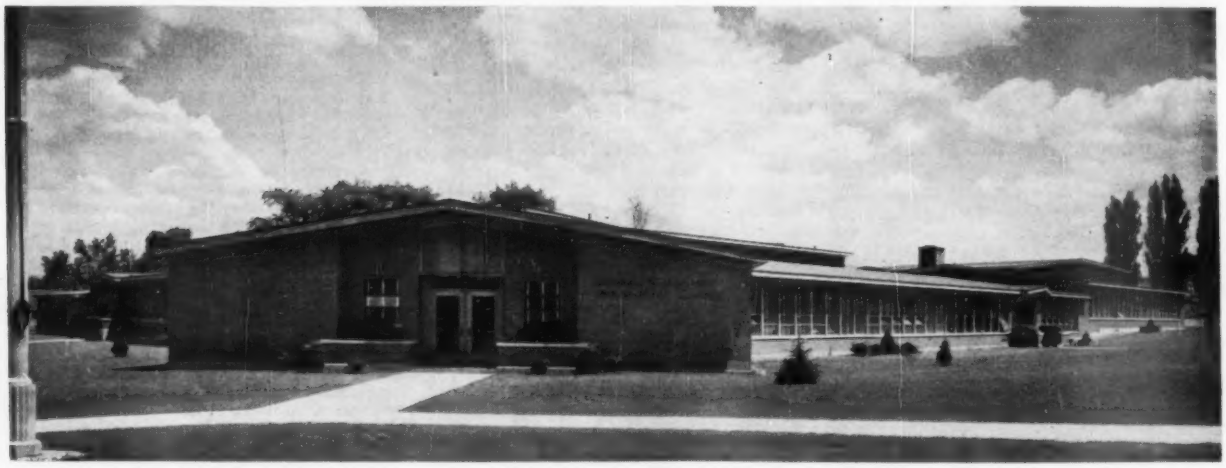
CARLYLE C. RING
Superintendent of Schools
Jamestown, N. Y.

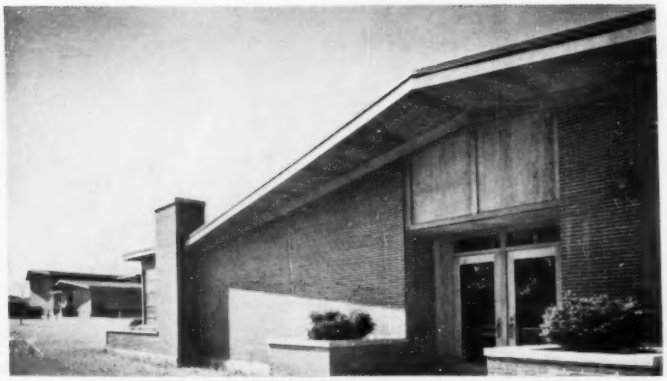
NORMAN W. TINKHAM
Beck and Tinkham, Architects
Jamestown, N. Y.

The successful program for the complete revamping and modernization of the Jamestown, N. Y., elementary schools over the ten year period of 1946–56 has been described in a previous article as one of true co-operation between many different groups. The first tangible result of this program was the completion of the George A. Persell School in September, 1954.

This school represents many radical changes from the earlier schools of the city, the last of which was completed in 1937. It also represents a transitional building in the over-all program, since the two new buildings now under construction, have benefited by building the Persell School.

The George A. Persell elementary school, Jamestown, N. Y. — Beck and Tinkham, Architects, Jamestown, N. Y.





A view of the primary entrance at the end of the north wing of the Persell school, showing how the architect utilized red brick, and redwood and cut stone trim in its restrained contemporary design to achieve an informal exterior appearance.

The Persell School

The George A. Persell School is a one story, V-shaped building of modern design

This transitional building in a typical community's building program is a splendid example of the results of careful, co-operative planning . . .

housing 20 classrooms with a capacity for approximately 600 children. It was built for the purpose of providing adequate housing for a rapidly increasing school population in the southwest section of the city. The citizens of Jamestown voted approval of the issuance of bonds in the amount of $890,000 for the construction of this new elementary school on September 23, 1952.

The building is located on a 15-acre site which provides for possible expansion of the building plus adequate playground and recreational areas.

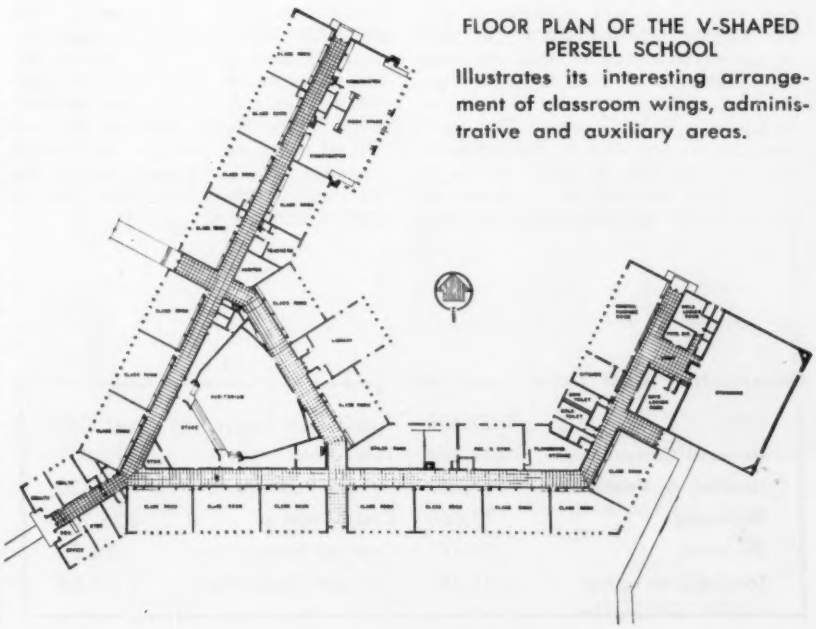
The exterior of the building is of red Roman brick with continuous window lines in the classroom areas. All exterior trim is of California redwood.

The corridor floors are of green terrazzo. The walls of the corridor (except the cross-corridor) are of glazed tile to a height of five feet with plaster above. The walls of the cross-corridor are of red Roman brick which provides continuity with the exterior walls and at the same time provides contrast with the corridors of the wings. The ceilings of the corridor like those throughout the building are of acoustical tile.

The administrative suite which is located at the vertex of the building consists of a general office, principal's office, health room, and conference room. The walls of these rooms are paneled with redwood and the floors are of asphalt tile. A large combination storeroom and teachers' workroom is located next to the general office.

The Classroom Area

The kindergartens and primary grade classrooms occupy the west wing of the building. The kindergarten area consists of two kindergarten classrooms with an activity room between them. Large plastic folding doors separate the activity room from the kindergarten rooms in such a way that the activity room is easily available for use by either kindergarten. Adequate cupboard space is provided through-



FLOOR PLAN OF THE V-SHAPED PERSELL SCHOOL

Illustrates its interesting arrangement of classroom wings, administrative and auxiliary areas.

A typical classroom (right) in the Persell school with fountain and sink, wardrobe area, and generous amount of tackboard. Glass partition above the wardrobe permits light from the corridor into the classroom. The library (below) features a large window wall for maximum natural lighting.

out the kindergarten area and each room has separate cloakroom and toilet facilities. Provision has also been made for easy access to an outside kindergarten play area.

Rooms for the first and second grades are equipped with classroom toilets and drinking fountains. Grades three through six will use two sets of gang toilets. All classrooms are equipped with children's cloakroom, a teacher's wardrobe, a sink, and adequate cupboard space. The walls on the corridor side of each classroom have cupboards six feet high. The tops of these cupboards provide a shelf for display of children's work. The space from the display shelf to the ceiling is glass. This provides for better lighting of the corridors and adds an impression of spaciousness in the classrooms. Classroom floors are of asphalt tile and all cabinetwork is of California redwood.

The Auxiliary Areas

The auditorium is located between the vertex of the building and the cross-corridor. It is finished in red Roman brick and redwood paneling. A light trough provides indirect lighting. The auditorium has a seating capacity of 375. A set of steps across the entire front of the stage provides for choral groups, and readers' stations are located on either side of the stage.

Across the corridor, back of the auditorium, is the library. Windows on three sides of this room provide a high degree of natural light. The library area includes two small librarian's workrooms, one of which is equipped with a sink.

The gymnasium is located at the end of the south wing of the building. It is of adequate size so that by installation of a folding partition it could be used as two small gymnasiums if this seems desirable at any future date. Adjoining the gymnasium are two dressing and shower rooms and a small office for the physical education director and storage of equipment.

Across the corridor from the gymnasium is an activities' room and kitchen so constructed that they may readily be converted for use as a cafeteria or be made into two standard classrooms if expansion is necessary at a future date.

All classrooms throughout the building are equipped with radiant floor heating, which is supplemented by heated air forced into the rooms by the ventilating system. The rest of the building is heated by the regular ventilating system.

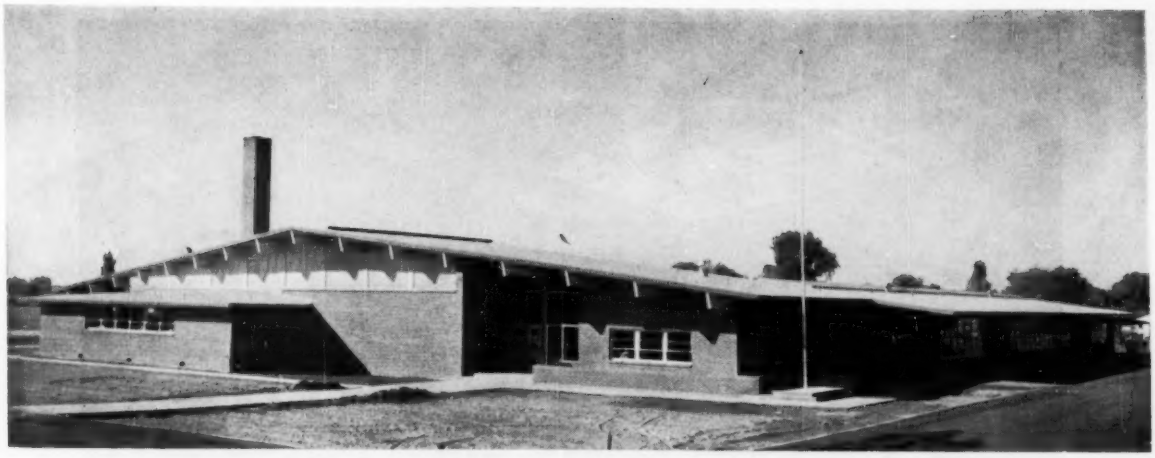
The auditorium, activities rooms, gymnasium, and playground are to be used by community groups including scout and city recreation organizations. Stage, shower, and toilet facilities have been designed and built to provide for such community use.

Conclusion

Jamestown today is proud of its new George A. Persell School and is looking forward to the use of two more new elementary schools by 1956. These new schools reflect the good designing of the architects, the careful planning of the Board and school staff, and the splendid co-operation of the citizens of Jamestown who in less than ten years have brought to fruition a complete modernization of its elementary schools.

Construction Cost Data

Site	$ 23,500	Furniture & Equipment	$ 40,000
General Construction	519,554	Total Cost	972,551
Heating & Ventilation	138,132	Square Footage	51,420
Plumbing	71,000	Cubic Footage	826,500
Electrical	54,477	Cost per Square Foot	16.56
Total Construction	851,483	Cost per Cubic Foot	1.04



The attractive front exterior of the Fruitland elementary school, Fruitland, Idaho — Charles W. Johnston, architect, Payette, Idaho

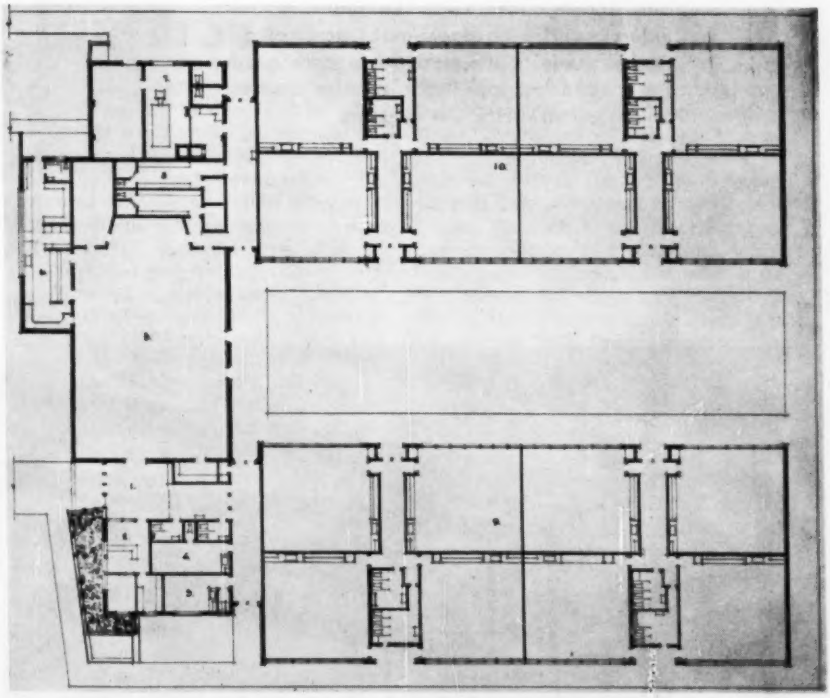
The Four-Room Unit Plan in an Elementary School

PERRY C. PATTERSON
Superintendent of Schools
School District No. 373
Payette County, Idaho

A workable variation on the basic four-room unit plan was developed in the new and economical Fruitland Elementary School in Fruitland, Idaho.

Designed to eliminate the need for interior hallways, the plan includes four four-classroom units or 16 classrooms, each of which have an outside exit. All four units have complete facilities and are connected by covered walkways that afford the children an opportunity to play outside even when the weather is inclement and to pass to and from school buses without getting wet.

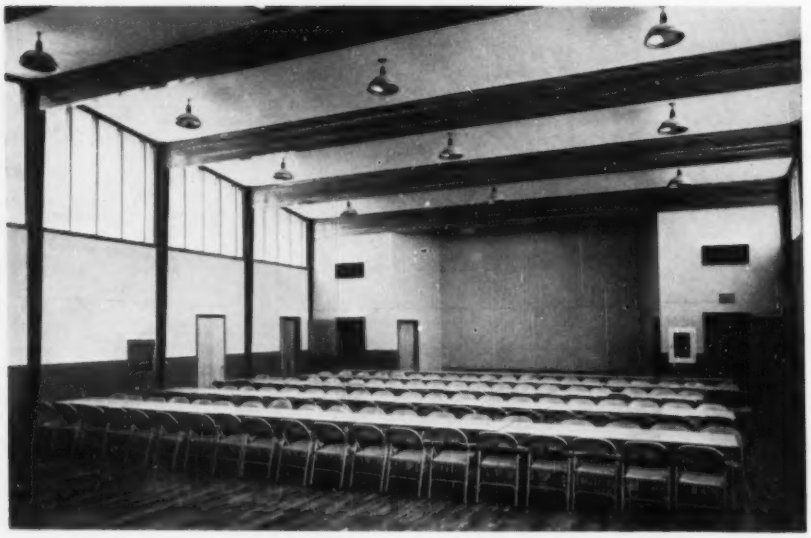
Now housing 508 pupils, the building includes, besides the 16 classrooms, an office, multi-purpose area, kitchen, and nurse's room. Its cost for 29,016 square feet was $217,430 or about $7.50 a square foot, excluding architect's fees and equipment costs. The construction is frame with an attractive brick veneer covering.



The floor plan of the Fruitland elementary school, showing the two classroom-unit wings, with the office, multi-purpose and auxiliary areas at the base of the building

1. Foyer
2. Office
3. Teachers
4. Sick room
5. Multi-purpose
6. Kitchen
7. Boiler room
8. Showers
9. Lower grades
10. Upper grades

A typical classroom (above) of the Fruitland school, showing the overhead fiber glass skylight. Opposite the skylight, each room has large plate glass windows that fill the top half of the wall space. The work tables, blackboards, sinks, water fountains, lavatory fixtures, and even door knobs are scaled to fit the needs of the students in each grade. The exterior corridor (right) with its court acts as a play area for the students.



The multi-purpose room (measuring) 40′ x 80′ with stage) is supplied by more than average natural lighting. It is located at the front of the building in the center of an auxiliary area which includes a kitchen, a lunch room, a nurses' room, and showers — all planned for possible use by community groups.

Procuring Equipment for a New School Program

SOL LEVIN
Supervisor, Educational Equipment and Supplies
Baltimore City Department of Education

The second part of Dr. Levin's remarks on the problems involved in the initial equipping of a new school building . . .

The professional educator is charged by his community with providing the educational leadership and "know-how" in teaching its children. He is expected to be familiar with the proper means as well as procedures to achieve this end. And, the "means" are generally broadly interpreted to include all of the physical facilities that comprise the school plant.

The equipping of a new school building provides an example to illustrate the point. Where the board or its school officials handle directly the procurement of the furnishings and equipment, generally educators determine the requirements, prepare the specifications, and interpret them directly to the supplier; the supplier, likewise, has direct contact for his queries with the using customer.

On the other hand, in the case where the furnishings and equipment are included in the building contract, the following is essentially the line of communications that is depended upon to furnish the educator's tools:

1. Educators advise the architect of the needs.
2. The architect interprets this to the builder in terms of specifications.
3. The builder interprets the specifications to his equipment subcontractors.

(At times another agency may be involved in the interpretation, such as a municipal, county, or state building construction bureau that must pass on the specifications.) Every revision or modification in the specifications must move through this cumbersome process, from the user to the supplier and back.

The desirability of having the school board, on the advice of its professional staff, procure its own equipment has long been recognized as one of the advantages of autonomous fiscal control — something that educators, with the full support of the community, have successfully achieved in many districts of the country.

The educator's tools are as specialized as those of other professions. Experience has shown, that even when the specifications for this equipment are prepared by educators, unless the actual procurement is under direct control of school authorities, unsatisfactory alternate products may be substituted because of faulty interpretations placed into the specifications by persons unfamiliar with the true aims of the educational program, as could be the case when the responsibility of providing the equipment is delegated to a building contract or for new schools under one interpretation of quality standards, with the identical items being purchased by the school board for existing schools under another interpretation of the quality desired.

In other words, it would seem, therefore, that the more removed the actual procurement of the "means" is from the board and their appointed professional educators, the greater is the possibility of inconsistent and inaccurate interpretations of specifications with the resulting provision of inappropriate equipment for the instructional program.

Professional Growth of Staff

An investment in the professional growth of the school staff is at least as sound an investment as that made in the construction of a good school building. And the investment will pay dividends, because any knowledge acquired by the staff carries over to other situations and is built on — it will never be lost to the schools. The broader the involvement of school personnel, including the administrators, teachers, and even children, as well as the community, in the equipping project, the greater the gain to the district. First, the crystallization of equipment needs in light of the instructional program, then the preparation of preliminary specifications, the consultations with the architect, the preparation of buying specifications, analysis of bids and samples, awards of contracts, co-ordination of equipment deliveries and installations with the work of the builder, distribution and placement of items, follow-up on late and unsatisfactory deliveries, inspections, and finally payment of bills. The steps in this process provide opportunity to learn of the vast available materials and equipment that schools use, their construction, design and value; business practices and law; and technical matters relating to building construction as they affect the installation of the equipment. Less tangible, but equally valuable, are the experiences in organization, scheduling, and co-ordination of the varied activities of numerous individuals whose joint efforts will have culminated in the most satisfying of experiences — the one of, *complete job, well done.* Divorcing the educator's preliminary planning of equipment needs from the actual procurement would seem inconsistent with a basic need in an individual's or group's growth, namely, the realization of satisfaction from the completed task.

Except in the largest school systems, there are few occasions when such items as stage curtains, auditorium seats, lockers, chemistry tables, fume hoods, etc., are purchased, except at the initial equipping of the school. Hence, the superintendent, aware of his lack of buying experience with these items, finds it much simpler to

pass this responsibility completely on to the architect, who, incidentally, may be equally or more unfamiliar with this particular equipment. What does the architect do? He calls in agents of representative manufacturers of these products, and they gladly give him the information he needs. Why can't the school personnel do likewise?

In purchasing his annual supply and equipment needs, the superintendent of even the smallest district, has been in contact and has established friendly relations with representatives of the suppliers of these items. He has come to know which salesmen represent reliable concerns of high caliber whose knowledge of their particular type of equipment is vast. The information obtained from these persons can be of great help in preparing specifications of even the most complex mechanically operated equipment. Also, the superintendent must not overlook the knowledge potential of his staff, his teachers, and even the parents of the community. For example, even if no one in the district has had experience in designing a stage curtain and its riggings, consider the value to the staff in terms of new knowledge obtained, if a team consisting of the dramatics, shop, and home-economics teachers is given the opportunity to develop the specifications and handle the procurement under the guidance of a school official familiar with the school district's business procedures. The same process can be employed in purchasing science furniture, lockers, cafeteria kitchen equipment, gymnasium equipment, etc. Knowledge acquired by the staff can carry over and is built on — never lost.[3]

Means of Expediting the School Building Program

The structure itself represents the major portion, by far, of the community's investment in a school plant; the instructional equipment accounts for only approximately 10 per cent of the total. It is therefore understandable that the board's position could be quite uncomfortable if the structure is complete on time but occupancy is delayed unduly because of problems involving the provision and installation of equipment purchased by the board or its staff under separate contract.

Under an ideal situation, all of the school building's equipment would have been delivered and installed so that the building is ready for occupancy on the day that the district takes over ownership. This condition can only exist in practice where all of the school's equipment is included as part of the general building contract,[4] which is not too desirable a procedure from the points of view of economy and other considerations discussed elsewhere in this article.

Unless he is furnishing the equipment, the builder will generally not tolerate the installation of equipment by other suppliers since the equipment or the workmen installing the items may allegedly interfere with his men; there may be labor conflict between union and nonunion men; or, if he will permit the installation, he will not assume responsibility for the safeguarding of the equipment.

In some instances the school board may be able to come to some understanding with the builder which would overcome the above obstacles, but in more cases, any equipment purchased by the board would have to be scheduled for delivery and installation after the building becomes district property. This normal interval of equipping, which usually requires from four to six weeks, cannot be considered a delay in opening the building; it is a definite part of the building program which most logically is scheduled as the last phase of the operation, just as the erection of the structural steel logically is scheduled to precede the masonry work, etc.

However, some districts have experienced unfortunate delays in completing all or part of their school plant which could not be considered normal, and which involve the installation of equipment purchased separately by the board. Usually where such a problem has developed it concerns the so-called "fixed" items, those permanently connected to service outlets or to the building structure. These delays involving the installation of equipment when encountered are usually the result of one of two sources: faulty communications and labor conflicts. School officials can avoid these problems by including in the general building contract certain or all of the fixed items of equipment; on the other hand, with proper planning and co-ordination they can generally be avoided without having to sacrifice the economies and other advantages gained by the board's handling of these items directly.

When serious delays occur in the completion of a school building it is more usually due to labor and/or material shortages involving the structure, rather than the equipment.

Establishing Proper Communications

Faulty communications existing between school authorities, builder and/or architect can result in the installation of plumbing or other service outlets, or other provisions for installation, which are improperly located or of the wrong type or size for the equipment that is to be purchased by the school board.

When this occurs, wrangling may follow which could delay the use of the equipment involved; under extreme conditions involving considerable equipment, this could conceivably delay the completion of the building contract.

The installation of certain types of gymnasium apparatus can well serve to illustrate an example where well-established communications are essential. The swing-up type of basketball backstops are usually suspended from special fittings that clamp either directly to the steel beams or to pipes suspended from the beams. If a finished ceiling is to be provided in the gymnasium, several possibilities exist:

1. If the equipment is purchased separately by the board:
   a) The supplier would have to be determined in sufficient time so that the pipes suspended from the beams by the builder, prior to the installation of the ceiling, are in the proper locations to accommodate the particular equipment to be installed later by the supplier.
   b) If sufficient crawl space is provided above the finished ceiling, the equipment supplier can cut through the ceiling and attach his fittings to the beams at the time the equipment is being installed.
   c) Pipe nipples can be installed by the builder which extend through the finished ceiling. The equipment supplier can then fasten pipe battens to the nipples to which in turn his fittings can be attached.
2. The other possibility is to have this equipment included in the building contract, thus placing the responsibility with the builder for the co-ordination of the equipment installation with the ceiling installation.

If the school board is to handle the procurement of new school fixed equipment, definite lines of communication must be established between the builder, the architect, and the school purchasing authority so that the problems, such as illustrated above, can be resolved. One person should be delegated by the board who is responsible for co-ordinating the school officials' preparation of specifications for the furniture and fixed equipment with the work of the architect in preparing the plans — particularly the mechanical aspects of the building. This person should be a school official who is familiar with the installation requirements of school equipment and who will take a part in the procurement of the equipment. In addition to having a co-ordinator, it is equally essential that *the specifications for the fixed equipment be completed in every detail at the time that the architect is preparing his plans, just as would be required if the equipment were*

[3]Incidentally, one procurement safeguard, particularly appropriate for the consideration of the inexperienced district, is to specify products of manufacturers whose eligibility has been established by their having made similar items continuously for at least 10 years, and who are able to furnish references of similar installations that have proved satisfactory for at least two years immediately prior, under like conditions of usage. *And, such references should be verified by personal inspection, if at all possible.*

[4]This does not necessarily mean that the building can be occupied any sooner than if the equipment were purchased separately by the board and installed after the structure is complete. Logically it should be assumed that when the builder purchases and installs educational equipment, the completion time of the building is affected just as it is when other mechanical equipment of the building is made more complex and extensive.

to be included in the building contract. It is true that a time lag of from six months to two years may elapse between the time that the specifications are prepared and the equipment is purchased, but this need not pose any serious problems; if the specifications are well thought out, only an occasional change in them may be necessary.

An incidental point, but worthy of mention, is that when a change of specifications for equipment must be made because of an error or revision of thinking, between the interval of initial planning and equipping of the building, it is a decidedly less cumbersome and less costly process if the equipment is being procured separately by the board than if the building contractor and his subcontractors are involved.

Labor Problems

The possibility of conflict between union and nonunion workers is thought by some to be the greater potential cause of delaying the opening of a building. This has particular implication in the cases where the board may desire (1) to have its own equipment contractors install equipment purchased under separate contract, while the builder still has his men on the job, or (2) to take possession, for immediate use, a part of the building — for example, a classroom wing — which may have been completed, while the builder is working in the remaining wing, which includes the gymnasium and auditorium. In both of these cases there is an attempt by the board to hurry the occupancy of the entire or part of a building to meet the pressures resulting from other overcrowded facilities.

In order for the school officials to have certain items installed while the building is still under construction, would require the permission of the builder, which would be predicated on his personal willingness to co-operate, and on the labor situation. Where part of the building has been turned over to the school district, permission from the builder is, of course, not required to install equipment in the completed portion. If an equipment contractor of the board, for example, attempted to use a nonunion installation crew where union construction men were working on the site (even when part of the building has been turned over to the district), a serious conflict could result, delaying the remainder of the building project. However, this situation is in most cases an unnecessary one. For, although the equipment contractor is not bound by his contract with the school board as to type of labor that he is to use, *he is bound to complete his contract in a specified time*, and the contract can very well specify that it is his responsibility to acquaint himself with all conditions affecting his installation in order to assure a satisfactory job completed within the time specified.

Such labor conflicts as described above can also be avoided by one of two procedures, or by employing a combination of the two, and at the same time have the fixed type of equipment procured separately by school authorities.

One possibility is to have the fixed equipment purchased by the board, with the installation being part of the builder's contract. This procedure is a compromise, which may make it possible for the equipment concerned to be installed, ready for use when the building is complete. But, there are disadvantages in this compromise: First, part of the advantage of economy that direct procurement makes possible is lost because of the additional cost of having the builder handle the installation. Second, the matter of fixing responsibility can readily become a problem if there is a question of an item being damaged either upon delivery or in the process of installation while the builder's men are working in the building.

The second and simplest solution to avoid labor conflicts and divided responsibility in the procurement and installation of fixed equipment, would appear to be that of specifying (in the separate equipment contracts) delivery after the building has been turned over to its owners in its entirety, with ample time (approximately a month) allowed for the installation of all of the furniture and equipment items. So far as the installation is concerned, the most satisfactory arrangement is to have the equipment supplier make the complete installation. If this is not practical, the use of the school district's own mechanics is second best.

Conclusions

It would be unrealistic to minimize the problems that may be at times encountered in the board's direct procurement of specialized new school equipment. And, under certain local conditions, at the discretion of the board, it may be considered in the over-all best interests of the District to include in the building contract certain of the educational equipment items. However, the writer is of the opinion that, in general, by utilizing the experience of the staff that normally procures the annual equipment needs of the schools, any school district, regardless of its size, can profit to the extent of its participation in the procurement of its equipment for new school buildings, from the basic considerations of economy, staff professional development, and maintaining control of equipment quality standards. From the point of view of expediting the school building program, with proper planning, good co-ordination of the various facets of the project, including the establishment of definite lines of communication, it is only a remote possibility that there will be a delay either in the completion of a school building or even in the use of a significant part of its equipment, that can be attributed to the separate purchasing and installation of the equipment by school officials.

SCHOOL BUSINESS EXECUTIVES

CAR ALLOWANCE PLANS

How do school systems reimburse employees who use their cars in the conduct of school business? A random survey of representative cities in various parts of the country indicate that the trend is toward payment on a per-mile basis rather than a flat payment per month.

In Hagerstown, Md., for instance, school employees such as supervisors and teachers who serve more than one school fill in a mileage record form monthly and are allowed seven cents a mile. Athens, Ga., reports that the Georgia state department of education provides travel expenses for supervisors, co-ordinators, and visiting teachers under its Minimum Foundation Program. The rate of payment is 10 cents a mile.

While the business manager of the Orange, N. J., board of education is furnished with an expense-paid car, the superintendent of schools is paid 10 cents a mile and other employees are allowed the same rate for travel outside city limits.

In the Tucson, Ariz., public schools, however, a flat monthly rate from $50 for school nurses to $15 for helping teachers is allowed for the nine months school employees use their cars. A combination per-mile and monthly compensation exists in the Waukesha, Wis., schools, where those working in more than one school throughout the system are paid from $10 to $35 per month. Seven cents a mile additional is allowed for all trips outside the city limits.

Due to a rising cost of the operation of automobiles, many school systems are revising their automobile allotments. Interesting variations on the two most common payment plans, resulting from this awareness of bulging costs, include a combination plan that allows the driver a definite amount each month and then adds a per-mile payment for all miles above a set amount. A novel schedule of descending rates for extra miles (first 150 miles, 8 cents; next 150 miles, 7 cents; next 150 miles, 6 cents, etc.) has become accepted. Also common is an awareness that city driving with its many starts and stops is more expensive than country driving and compensation should be additional for heavy city travel.

DISTRICT-OWNED BUSES

The Wilson Junction Public Schools at West Lawn, Pa., employed private bus contractors during the past 25 years. These provided good transportation service at reasonable rates. Recently the joint school board decided that an economical transportation system could be provided if the equipment were owned by the school district. The board proceeded to call for bids for new school buses, and three 60-passenger buses and one 66-transit type were purchased. A full-time service man-operator was employed. The board is given special attention to the system from the cost and efficiency point of view.

Cover of the program bulletin of Cincinnati's high school safety meeting

In Cincinnati...

Teens Boost Safety

W. K. STREIT
Director, Division of Health and Hygiene
Cincinnati Public Schools

For ten years, students in the public and parochial schools of metropolitan Cincinnati have pooled their thinking and their efforts to emphasize safety in its various aspects. The recently conducted tenth annual high school safety institute was an all-day culmination of months of preparation, chiefly by the teen-agers themselves. The follow-through in the days and weeks ahead should result in a considerable saving of life, limb, and property as the discussions permeate school, home, and community. The cumulative effect of ten conferences, while difficult to measure, has certainly been on the side of prevention.

One of the positive outcomes of the Institute has been the formation, two years ago, of the Greater Cincinnati Junior Safety Council, a teen-age organization which meets monthly and spearheads a number of community projects. Some of these have been a home safety contest, Christmas tree tag program, family scoreboard for safe driving, recreation and kite safety programs, and TV appearances in the interest of safety.

A Safety "Cycle Plan"

"Home Inspection Means Fire Protection" was the theme suggested by a student for the recent Institute. According to the cycle plan established in the very beginning, one of the four main phases of safety receives particular emphasis each year. This year it was fire safety. The other areas of traffic, home, and recreation safety were given attention in the assembly programs and discussion meetings. Seventy-three high schools had student representation at this year's Institute, the largest to date.

The general pattern of the Cincinnati Institute is to bring 600 high school students together for a brief general session on Saturday morning, and then divide into four assemblies for demonstrations, skits, panel discussions, or movies. The student and adult planning committees recommended these assemblies in order to provide a better basis for the discussion groups which followed. These 16 groups of approximately 35 pupils each with a student chairman and recorder give every student delegate an opportunity to participate actively in the meeting. After the complimentary luncheon, a final auditorium session is scheduled to sum up the day's activities and bring inspiration to the group.

The Institute is primarily an instructive motivation of safety education and the delegates are charged with the responsibility of sharing their Institute experiences with other members of the student body in follow-up activities. No school has less than four delegates nor more than 24 depending upon school membership. Students are assigned to the phase of safety in which they are most interested. Names of all delegates are printed in the official program and each person has a badge giving his name, school, section, and room assignment for the discussion groups. Materials for use in preparing delegates for participation in the Institute are sent directly to the faculty sponsor several weeks prior to the Institute. Lists of questions prepared by the student planning committee form the basis of the discussion meetings.

Student chairmen and recorders are called together for a consideration of group discussion techniques. Such matters as introductions, seating arrangement, selection of topics to be discussed, buzz sessions, how and when to use the adult consultant and summarizing the meeting are considered.

Student recorders prepared summaries for each of the discussion groups. These were briefed, duplicated, and returned to participating schools within one week of the close of the Institute. This material included briefs of the main addresses and of the four assembly programs and was used by student representatives in reporting and interpreting the Institute to the student body.

The pupil planning committee selected the theme, developed the discussion questions, participated in the assembly programs, conducted and reported the 16 sectional meetings, and met after the Institute to evaluate the effectiveness of the programs, Selected students also served as presiding chairmen of the general sessions.

Co-operative Backing

High school principals and faculty sponsors were kept informed about the Institute and the delegation of pupil representatives from their schools. The community agencies which participated were the Fire Prevention Bureau, Fire Underwriters Association, Public Recreation Commission, Police Department, Greater Cincinnati Safety Council, Gas and Electric Company, Chamber of Commerce, Parent-Teacher Associations, Automobile Club, Board of Health, Transit Company, American Red Cross and Public Health Federation.

Some of the conclusions reached by the students were:

1. We can prevent fires by: telling parents about smoking in bed and its dangers, see that stairways are kept clear, keep inflammable solvents in a safety can, don't leave oily rags lying around, know how to reach the fire department and ambulance, and be sure that all matches and cigarettes are extinguished before discarding. Use check list frequently.

2. Youth groups, school clubs, and other organizations should practice fire safety and carry on community projects to help educate people. Set a good example!

3. A good driver will not want to compete or race because he knows the danger. Be a good sport. Don't get angry at a "hot rodding fool"; feel sorry for him. Drive as if everyone else on the road is a member of your family; drive with a sense of responsibility; be courteous; have patience; yield the right of way.

4. A bad attitude is to try to get even or "fix" someone who passes you. Many are in too much of a hurry and don't pay attention to what they are doing. Overconfidence and underconfidence are both bad attitudes.

5. The pedestrian must be alert instead of depending on the driver to see him when he steps in the way of moving traffic. He should stop and think and look before crossing a street. Parents' examples are not always good, especially regarding jaywalking. Both driver and pedestrian have a responsibility.

6. Modern cars don't cause accidents; it's the people driving them who cause the accidents. Some drivers don't realize the power which they have under their control. Motor vehicle inspection is very necessary.

7. In all kinds of sports you should be sure to have the right equipment. Defective or inadequate equipment may cause injuries. You should be trained in the sport. Most accidents in sports occur when the person is tired. It is important to be in good condition.

8. Good sportsmanship and courtesy were emphasized in sports and recreation. If we would do unto others as we would be done by them, many accidents and injuries would be prevented on the playing fields, courts, woods, and water areas. Just as in "Defensive Driving," we should be our brother's keeper and always watch for others.

9. We decided that "Carelessness is the root of all accidents."

10. Teen-agers in the home should make sure that attics and basements are clean; pick up things which are scattered around the house, and show children the necessity for it; be courteous and think of others; refrain from putting all the work on mother and father; and keep medicines and poisons out of reach of children.

11. We can make our homes safe for small children by having gates at the top of steps; by watching them while they bathe; by keeping tiny objects from them; by instructing baby sitters; by not putting lead paint on toys; and by getting rid of old equipment.

12. We can make our homes safer for everyone, especially older people by having the stairs well lighted, by keeping a night light burning in the bathroom and bedroom, by having handrails on all stairs, by being generally helpful and by having a discussion on safety and including them.

Safety for tomorrow's citizens pays big dividends in injuries prevented and lives saved through student interest and participation.

HEATING AND VENTILATING SCHOOL BUILDINGS

SAMUEL R. LEWIS
Consulting Engineer
Chicago, Ill.

The design of heating and ventilating plants for school buildings must be adapted to the building construction characteristics developed by the architects. Many 1956 school buildings are only one story high and are not noted for conservation of ground area. They follow the commendable idea of having sky-roofed play spaces all around them.

Twenty-five years ago the custom was to build a metropolitan district school building three stories high, with at least 36 classrooms, an auditorium, and a gymnasium. We may find the present school still having 36 classrooms but it may be nestling in a park and may be spread out to cover much of the park. The older school had costly space-wasting stairs and stair halls, but generally was easier to heat than is the one-story building. An intermediate pancake in a heap of wheats could lose heat only at its edges. Only the bottom and top stories in a multi-story school building require more heat than the intermediate story. The intermediate stories usually do not become as warm during May and September as does the sun-exposed single story.

The older buildings always had basements. Basements are very desirable areas through which the steam pipes and air ducts and conduits for wires can be placed. Basements gave opportunity for easy maintenance of piping. The newer, single story buildings are awarded no basements. Generally they have no attics and the designer of mechanical equipment always must plead for some sort of thoroughfare through which he may transport the service pipes and ducts.

I know about a one single-story schoolhouse where the architect provided no spaces through which the horizontal pipes to deliver the heat could be extended. The steam and return mains in this case were buried in the ground outside the walls, with branches through the walls to serve the radiators. I recommend this as a clever scheme, even though the insulation to protect the pipes and drains to keep the insulation dry may have cost more than trenches below the floor, inside the building, would have cost.

Perhaps this idea of placing the pipes outside the building may have been inspired by memory of an occasional garage-type building where the trusses that support the roof are exposed to the weather above the roof.

The Invidiual Ventilator

There is a decided tendency to install in each conventional modern building classroom an individual ventilating machine. This device, for a long time, has merited a distinctive and distinguished name, but has never been accorded such a name. No one has suggested one that would stick.

The machine comprises a heat transfer device, usually supplied by steam or warm water. There is an intake for air from outside, usually through the wall on the window side of the classroom. There is within each enclosure, a disposable or cleanable filter to arrest the dust and there may be a quiet, direct-connected electric motor with one or more small centrifugal fans. A valve for controlling the heat input to the convector and a damper for shutting off the outside air and alternatively opening a passage for circulation of room air are provided.

Horizontal skimmer ducts often are included as a part of the machine, whereby the thin layer of air that tends to flow downward past any cold window shall be collected from across the entire window wall and passed through the machine where it will be warmed. The otherwise blank space to the right of the radiator in the accompanying sketch, for example, could be a duct from which branches at each end of the unit could lead cold air down to the intakes of the filter.

A sufficient proportion of new air from outside is mixed with recirculated room air, so as to dilute odors and sustain the

necessary chemical quality of the air (not too much carbon dioxide and enough oxygen and enough relative humidity). I have called this device a unit ventilating machine but wish for a more succinct name like Cadillac or Jalopy; both easy to say or write and universally understood even though the application to a ventilating machine is not inherently descriptive.

Difficulties of Automatic Control

The individual classroom ventilating machine requires a little more automatic control than does a simple radiator, in that both the temperature of the delivered air and the degree of heat in the convector must be modulated, lest objectionable cold drafts of air shall strike the pupils. One thermostat is placed in the air current emerging from the machine and this adjusts the air-supply damper. If this thermostat gets cold, the damper is moved to reduce the proportion of outside air admitted and to increase the proportion of recirculation.

When preconditioning a room, prior to occupancy, this thermostat will be cool and as a result the machine will recirculate the room air to bring the walls and furniture quickly and economically to the proper temperature. This particular air-steam thermostat, however, cannot sense the condition in the room over on the corridor wall, distant from the window wall. Therefore a second thermostat is required in each classroom, with the duty of controlling the supply valve to the heating device in the unit or jalopy, as well as to any other heating sources that it can control; such as auxiliary radiators. This thermostat does not control, and does not attempt to control, the heat from electric lights or from the warm bodies of the children.

A valuable feature of the kind of thermostat that employs compressed air to move the dampers or to close the valves, is the fact that if no compressed air (as by accident) shall be present, the dampers and valves will "fail safe." This means that if the compressed air supply fails, strong springs will open the valves in the source of heat and will close the cold air intake dampers.

In the spread-out type of school, without any basement, it is necessary to convey the heat from a central fuel burning plant by means of pipes. Generally these pipes can be placed in trenches along the outside walls under the jalopies and auxiliary radiators.

These trenches, of course, are the successor to the old basements. Due to pressure toward economy, the trenches invariably are too small and if a leak in a pipe should occur, or if any additional radiation or electric alteration proves desirable, these little crawl holes are the bane of the maintenance department.

Occasionally some sewer fails or a cloud burst accident occurs, and the trenches fill with water, so that the pipe insulation gets wet and falls off. If there is a basement, such an accident rarely is serious, as the heating pipes usually are up near the basement ceiling. If we must have pipe trenches and must do with basementless schools, pray let the trenches be the last place on which to work mistaken economy! Trenches ought to be deep enough for a short man at least to walk through, and wide enough for him, if necessary, to handle a pipe wrench or a welding torch. Positively no heating pipe main shall be embedded directly in concrete floors. The pipe gets lost, the floor gets cracked, leaks of water occur and all concerned will have regrets.

Centralized Units

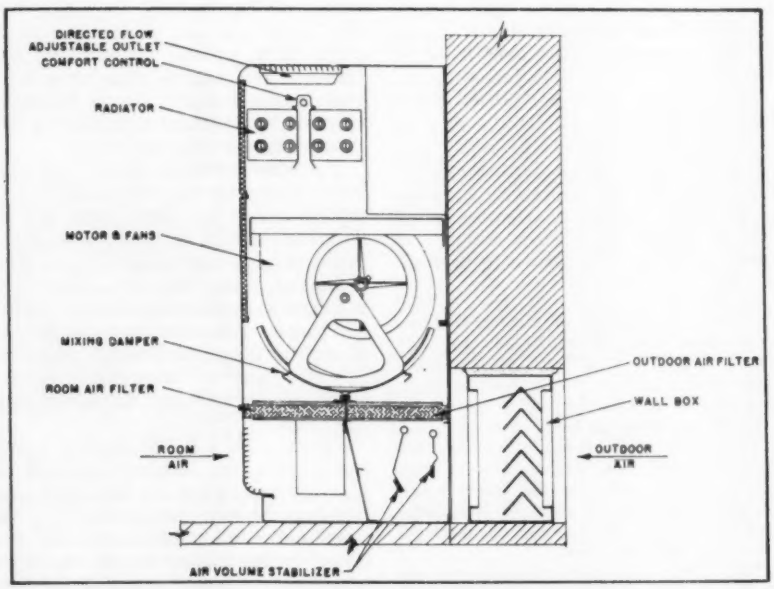
There are plenty of the pancake type of schools in which the air supply apparatuses are concentrated. A central large supply fan and centrally located air filters and air warming convectors may do the work of the widely scattered separate classroom ventilating machines. The central system permits the use of somewhat shorter pipe trenches, which often can be under the corridors. A single trunk-line duct from the central fan may deliver filtered and comfortable air at about 70 degrees into this walk-through tunnel-like passage. Branch ducts from it may supply vertical risers in the corridor-side walls of the classrooms. The air enters the room at a level about eight feet above the floor and flows toward the window wall. Each room has a heat transmitter along the whole window wall and along the cold wall of a corner room. A single thermostat in each classroom controls the heat supply to the local transmitter, which may be merely a long gilled pipe. Americans call the protruding surfaces on such heaters, *flanges*. In England they are called *gills*. The main pipes to serve the heat transmitters in each classroom are in the central corridor tunnel air duct and are insulated, so that they do not overheat the air on its way from the fan to each room.

The Heating Media

When the heating medium between the boilers (another poor name) and the heat transmitters in the rooms is steam, it is vital that the condensate or water that must ensue when the steam gives off heat, shall flow freely back for reheating. Thus, in pancake type buildings, it is desirable, as well as highly economical, to employ a heat-sensitive trap for every heat transmitter, and to furnish a vacuum pump at the boiler room. This pump will encourage return of the warm water but also will remove the air and other gases that always attend boiled water and which, if not removed consistently, will interfere with heat transmission.

There is a growing tendency throughout the heating industry to employ mechanically circulated hot water rather than to use steam for transporting heat long distances. The outgoing pipe, with hot water, usually will be smaller than will the steam pipe for the same duty; but the water system return pipe may be somewhat larger than the condensate return pipe of a steam system. With water as the heat carrier, there will be less need than with steam for a consistent drainage pitch downward, back to the boiler room.

The power cost for the water circulating



A cross-section sketch of an individual ventilating machine, showing the various major parts. (John J. Nesbitt, Inc.)

pump will be no greater than that for the vacuum pump.

When steam is used for heat transmission, the steam is generated by combustion of fuel in a boiler. This is an unfortunate limitation of our language because the heater that warms the recirculated water never does "boil" the water, even though the water in some cases is much warmer than the usual atmospheric boiling point of water.

We animals live by a heart that pumps and recirculates a waterlike fluid. I am of the school that likes to employ for school heating, a liquid that doesn't explode, that can be very hot indeed and that can be very mildly warm, just as needed, and that is not likely to corrode pipes or deposit lime and mud to clog them. This safe liquid heat carrier proves to be especially useful when the comfort demand is reversed, as in very hot weather. The same pipes and ventilating machines, that helped the heating in cold weather, with fans to move the warm air past coils or through sprays of cold water, stand ready to serve for cooling the classrooms.

Having completed the delivery of air into a classroom and having described means for controlling the temperature within each room, part of this air must be delivered to the outdoors. A possible scheme, which I do not endorse, is to spill the odorous spent air through grilles from the classrooms into the corridor, from which it may pass out through the roof. There will be some fuel conservation by so doing, in that the air from the classrooms helps to heat the corridor. Corridors thus made into vent ducts however, will be noisy places, since most classrooms are noisy. If fire or smoke should pass through these vents into corridors, panic quickly might ensue.

Features of Individual Vents

I am for an independent vent for each classroom, whether the air supply comes from a central supply fan or from individual air supply fans. The individual supply fans or "jalopies" each may recirculate its own separate classroom air and thus will promote fuel economy. They may encourage also each special aromas pertinent to the individual inhabitants. The central supply fan system does not recirculate, unless it employs the corridors as return air ducts (subject to the noise and smoke hazard and described above), or unless some investment is made for separate recirculation ducts.

There are many school buildings that are warmed acceptably without either a steam boiler or a hot water heater. The air is forced by fans around metal, stovelike furnaces and may be delivered to the classrooms though metal or masonry ducts. The steam and hot water heating system may have control of the temperatures in the various rooms, following heating or not heating the local radiators. The warm air system, however, requires a central fan and generally uses the corridor ceiling as a thoroughfare for ducts. The demand by each room varies, of course, with changes in intensity of occupation, with solar influence and with lights, so that the entering air temperature must be varied to meet changes. Sometimes the warm air furnace design calls for two trunk-line air supply ducts, one much warmer than 70° F. and one cooler than 70° F. Each classroom has a branch duct from these two ducts, with a damper that passes air from the warmer duct if the thermostat in the room is cool, and that passes air from the cooler duct if the thermostat is too warm.

Panel Heating

There are a few school buildings that are equipped with radiant or panel heating, made up of warm water pipes that may be of copper or of ferrous metal embedded in the plaster ceiling or in a masonry fill at the floor. This very mild radiation is a substitute for the conventional convectors or radiators along the window walls. It generally is appreciated and valued because the warmth is so well distributed and is especially liked for kindergartens and nurseries. Radiant heating usually is more costly per square foot of classroom floor than conventional convectors or radiators. Success with it depends on gently warm water, fluctuating slowly as to temperature, rather than on the less-amenable steam, which can be extremely hot or not hot at all.

SAFETY FOR BOILERS

The California Department of Industrial Relations, in co-operation with the State Fire Marshal's Office, has approved recommendations for Minimum Controls of Low Pressure Boilers and Heaters. School officials and administrators are urged to make use of these recommendations and have their school heating systems thoroughly checked for the winter heating season. Copies of the recommendations are available upon request from the Office of School Planning, State Department of Education, 721 Capitol Ave., Sacramento 14, Calif.

All Fathers Head PTA Committee

One of the few all-male P.T.A. Committees represents the Julian Curtiss Elementary School in Greenwich, Conn. Standing are left to right: Glen Bigelow; Sidney Willis; B. Douglas Hill; George C. Stevens. Seated in the same order are: Robert J. Hamilton, principal of the Julian Curtiss School; Andrew Newcombe, committee chairman; Richard Selchow, P.T.A. president; and Mort Walker.

Word from Washington

Some White House Conference Views—

Getting Quality Teachers

ELAINE EXTON

Getting and keeping qualified teachers was singled out by Vice-President Richard M. Nixon as the most urgent education problem of the nation in his opening address at the historic White House Conference on Education.

Calling this shortage "an even more critical need" than that for new classroom construction which he also termed acute, he told the delegates: "If this Conference could accomplish nothing more than to stir the conscience of the people of the United States to the desperate need of paying more adequate salaries to our teachers, it would be worth all of the time, the money, and the effort that has been spent on it."

The Size of the Need

Underscoring the seriousness of the teacher shortage, Vice-President Nixon used as an estimate that "in the next 10 years we shall need approximately 1,600,000 new teachers (when) at the present rate of training we will produce only 800,000 teachers during that period."

There are 1,066,000 teachers in the nation's (public) elementary and secondary schools today according to the roundup of facts and figures from official and National Education Association sources in the *Suggested Homework* mailed to participants before the Washington meeting.

This document places the current shortage at 205,000 teachers (the U. S. Office of Education estimate is 141,300), declaring, "to replace those who quit to serve the increasing enrollments, there is an annual need for 125,000 additional teachers. Another 80,000 are needed to relieve overcrowding, teach neglected subjects, and replace the unprepared."

These figures are broken down as follows:

Demand for Elementary School Teachers	
To replace those who quit	60,000
To serve increasing enrollments	25,000
To relieve overcrowding and eliminate half-day sessions	30,000
To add neglected subjects in the instructional program	10,000
To replace the unprepared	40,000
Total Elementary School Demand	165,000

Demand for High School Teachers	
To replace those who quit	35,000
To serve increasing enrollments	5,000
Total High School Demand	40,000

To show the disparity between the number of teachers required and the number graduating with this training, the *Suggested Homework* for conferees draws on the *1955 Teachers Supply and Demand Study* conducted by Ray C. Maul, Assistant Director of the National Education Association's Research Division, for the following information. (Dr. Maul's evaluation of teacher supply and demand appears on page 25 of this month's JOURNAL.)

There were 35,278 qualified elementary school teaching candidates with four years of preparation in the 1955 college graduating class and 51,418 qualified high school teaching candidates. The total — 86,696 — was about 31 per cent of the 1955 class of bachelor's degree graduates.

All of these 86,696 students graduating from college with preparation for teaching will not actually become teachers, however. Information based on the jobs accepted by graduates trained for teaching in the class of 1954 indicates that just two of every three actually entered teaching service. Some were attracted to other occupations, some decided to continue studying, others entered military service, and a substantial number of the women became full-time homemakers.

In the past five years the total number of college graduates declined 34.4 per cent, those prepared to teach 24.9 per cent. All of the decrease in available new teachers occurred in the group prepared for high school teaching, where the drop since 1950 has been 40.8 per cent, although the impact of rising birth rates has barely begun to swell high school enrollments. In contrast the college output of newly qualified elementary school teachers rose 23.4 per cent during this same period.

Other Dimensions

For the eleventh consecutive year, the total enrollment in American schools and colleges, both public and private, is higher than in the preceding year.

Practically every fourth person in the United States is enrolled in school, according to U. S. Office of Education estimates which show there will be 39,557,000 students in the elementary, secondary, and college classrooms of the nation in the academic year 1955–56. That is 1,657,000 more than last year and 11,560,000 more than 10 years ago.

By 1964–65 there may be over 12 million more pupils in America's public and private elementary and secondary schools than there are now. Their respective current enrollments of 27,738,000 and 7,422,000 students will have soared by then to 35,659,000 in the elementary grades and 11,890,000 in high school classes U. S. Office of Education statisticians estimate.

Mrs. Fred A. Radke

These figures reflect the nation's burgeoning birth rate. Three and one-half million babies have been born annually in this country since 1947, with the exception of 1954 when the number exceeded four million. Nor can the end of the upturn in enrollments be accurately predicted. Noting that total births in 1955 — members of the first grade in 1961 — will reach a new all-time high and that this group — more than four million strong — will not be-

come high school freshmen until 1969, the *Homework* manual for the White House Conference comments: "And as these increased elementary and high school enrollments call for more teachers, the colleges and universities, with constantly growing student bodies, will compete more keenly for the limited supply of qualified candidates for teaching positions."

Moreover, as this Conference publication recognizes, in seeking sufficient recruits for the depleted ranks of teaching such influences must be taken into account as (1) the prior demands of our national defense, (2) the ten year (1954–55) decrease in the number of youth coming to maturity annually, (3) the five year (1950–55) drop in total college graduates, (4) the expanding employment opportunities for educated women, (5) the growing demand for trained man power in our industrial development.

Attributes of a Good Teacher

What are the qualities considered most essential for an effective teacher? Both the background remarks on Topic 4, *How Can We Get Enough Good Teachers — and Keep Them?*, delivered by the Chairman of the Conference Subcommittee on this subject and the final summarization of Conference opinion had answers to this one.

In her presentation introducing the delegates discussion of this topic, Mrs. Ethel G. Brown, president of the National Congress of Parents and Teachers, said: "We require not assembly line educational automatons, but stimulating and creative personalities, capable of fulfilling their assignment."

At the high school level, she continued, "we need not just reasonably intelligent persons who will apply themselves enough to keep one jump ahead of their classes. We require teachers who not only understand adolescents and the learning process, but also are so steeped in the subject matter they teach and so broadly educated themselves that they can fire the imagination of their students."

As defined in the report of Conference thinking drafted by Mrs. Harold J. Fallon, president of the New York State Congress of Parents and Teachers, and Mrs. Fred A. Radke, immediate past president of the Washington State Schools Directors Association, a good teacher is one who has an active interest in children and youth, has a broad educational background, is professionally qualified and competent, possesses good physical and mental health, has a good moral character, manifests a desire for self-improvement, can work constructively with other professional workers, parents, and the community, and is proud of teaching as a profession.

In short, as these remarks, credited by two Conference speakers to Harvard President Nathan M. Pusey, put it: "Classrooms in which there are teachers with no exceptional gifts are places merely to keep young people, not to educate them. . . . If the educational experiences that lead to development in individuals are to become more effective, one must begin by strengthening the quality of teaching. Devotion, knowledge, imagination, quick intelligence, patience, concern for others, awareness of beauty, grasp on principle, attractive personality — these are the great qualities that make creative teachers."

The Heart of the Problem

Where enough competent teachers would be found to staff the nation's classrooms was the real puzzler. As Conference Chairman Neil McElroy, pointed out, "no matter what kinds of schools we want, they will be determined by the kinds of teachers we have. . . . The time children spend in poor schools can never be made up."

The final summarization of Conference opinion submitted by Mrs. Fallon and Mrs. Radke emphasized that "to increase the supply of good teachers from any source, three basic considerations must be kept in mind:

1. The Prestige and Status of Teaching Must Be Comparable to Other Professions Within the Community.

A continuing need for community appreciation and recognition of teachers was strongly emphasized. In the round-table discussion Senator Margaret Chase Smith (R., Maine), for instance, stressed that the teaching profession merits greater prestige than is now accorded it. It was her belief that in addition to pay, security, advancement, and facilities as factors for attracting and retaining teachers, professional prestige is an incentive too often overlooked.

2. The Salary Structure Must Be High Enough and Flexible Enough to Compete Effectively With Other Fields Bidding for Quality Man Power.

Stating that "with few exceptions, the salaries paid to teachers in public and private schools in the United States from the college level down are nothing short of a national disgrace," Vice-President Nixon warned that "if the situation is not corrected it could lead to a national disaster." He gave these examples:

The purchasing power of workers in auto manufacturing since 1904 has gone up 140 per cent. The purchasing power of teachers in big city high schools in that same 50 year period went down 1 per cent.

In New York City, a college graduate teacher begins at a salary of $3,450, a driver of a trailer truck earns $4,410.

In Detroit, beginning teachers receive $3,862. The average carpenter receives $4,846, the average tool and diemaker $5,304.

The average of all industrial workers in the city of Flint, Mich., is $5,100. The average salaries paid to full professors in the private colleges and universities of the United States is $4,591. The average salaries paid to associate professors in state colleges and universities in the United States is $4,727.

3. The Teacher's Job Must Be So Defined As to Challenge and Attract the Interest of Talented People.

One of the round tables went so far as to urge closing the classrooms with unqualified teachers. Another advocated that the U. S. Office of Education launch a campaign to dramatize the attractiveness of teaching as a profession.

Augmenting the Teacher Supply

The Conference recommendations named several avenues for increasing the supply of competent teachers. Among these the recruitment of high school youth, stimulated through "the example of dedicated and inspired teachers, the formation of Future Teacher Clubs, the participation in Career Days and other guidance activities focused upon teaching," were prominently mentioned.

Extension of public and private scholarships and other grants to qualified teacher candidates, enlistment of all community agencies in the recruitment of high school teacher candidates, and expression of enthusiastic pride in their profession by teachers, were other methods suggested.

Improving programs of teacher preparation was also favored. As recorded in the top level report of the 166 round-table discussions: "This would include strong programs of general education and a professional program keyed to professional problems and responsibilities as well as motivation for continued study after appointment."

There was agreement that "institutions of higher education should accept greater responsibility for recruitment and preparation of teachers. There should be a review and evaluation of teacher training programs for the purpose of making them as challenging, effective, and attractive as possible."

"We have found it amply evident that lowering standards of teacher preparation and certification will not assist teacher recruitment," the report continued, pointing out, "it is important, also, to staff teacher training institutions with competent, well-qualified professional staff, providing them with adequate funds."

Recruitment of qualified *former* teachers was viewed as another sphere for action. Conferees suggested this could be facilitated by the use of state surveys of potential teachers, the provision of retraining programs which are practical and dynamic, making available scholarships for in-service and pre-service training programs, changes in restrictive laws governing tenure and employment. Improved working conditions and salaries, relaxation of compulsory retirement provisions, part-time employment.

and the establishment of teacher reciprocity agreements between states were also endorsed.

Retaining Capable Teachers

The consensus of delegate opinion recognized that in order to retain competent teachers "every school system is obligated to provide personnel services." These were described as:

1. Selection of teachers capable of providing educational leadership to children, parents, and the community.
2. Good personnel relationships.
3. More attractive living and working conditions.
4. A continuous orientation program that will enable the teacher to become a functioning member of the community and the teaching staff.
5. A program of communications adequate to keep the teacher informed and able to participate in the operation of the school.
6. A co-operative evaluation program to assist each teacher to identify teachers' strengths and weaknesses.
7. A salary schedule that will enable the classroom teacher to secure rewards commensurate with those of other professions.
8. An in-service training program that will enable teachers to develop to the maximum of their potential.
9. The strengthening of policies related to tenure, retirement, group insurance, sabbatical and emergency leaves, released time for professional meetings and courses.
10. The encouragement of parental emphasis on good conduct on the part of their children.
11. The adequate personal and professional guidance to be provided for the beginning teachers.
12. The providing of service awards in recognition of outstanding teaching accomplishment.
13. The further studies or research on merit increases for teachers.

Effective Use of Teachers' Talents

Concerning the effective use of teacher talents the White House Conference report declared that "*more* rather than fewer persons" would be required. In addition to "relief of teachers from nonprofessional duties and the use of consultants and supervisory services, the Conference participants recommended "consolidation of attendance units to provide good age grouping, good buildings, and good school environment; the provision and more effective use of good equipment, library service, and teaching materials, including visual aids, sound films, and television."

New Procedures in the Crisis

The Conference signaled "Go Slow," however, regarding the adoption of new short-cut methods to alleviate the teacher emergency that have been gaining backing in some quarters.

The summary of delegate deliberations held, for example, that although "carefully selected (liberal arts) college graduates may be another source of additional teachers after completing professional training specially geared to their needs . . . no final decision be reached until much more information is available."

UNIONTOWN TEACHERS' AIDE GROUP

The Uniontown, Pa., school district has followed the suggestion of the U. S. Commissioner of Education for using "the all-American housewife" to help in the schools by calling upon school mothers for assistance in some classroom duties. A group of these public-spirited women is shown above with superintendent Fred E. Bryan (standing, center) and board president Ralph Tencate.

Although urging "relief of teachers from nonprofessional duties," the Conference report maintained that "at this time the use of teacher aides requires further study and experimentation before it can be recommended as a means of meeting the shortage of teachers."

Among the educators who have challenged the teacher aide concept as a solution for the teacher shortage is T. M. Stinnett, executive secretary of NEA's National Commission on Teacher Education and Professional Standards.

Mr. Stinnett ascribed to *Teachers for Tomorrow,* published by the Fund for the Advancement of Education, in their thought that "this nation cannot now get the number of qualified new teachers that it needs and has no prospect in the decade ahead of doing so, and that, therefore, the only alternative is to abandon this quest for a qualified teacher in every normal-size classroom and deliberately seek through the use of mechanical and personal aids to make each qualified teacher in each classroom serve one and one-half to two times as many children as has been considered a normal load." He recently stated that "the profession has accumulated experience over many, many years which certainly does not substantiate the claims of the proponents that class size can be immeasurably increased (under such circumstances) with a resultant increase in the quality of teaching."

He predicted that "if the American people are willing to support the profession in efforts to continue to raise its standards . . . and to provide the remuneration to permit teaching to compete realistically with occupations which are now taking its qualified teachers, it is not too optimistic to believe that we can begin to get a reasonable balance of teacher supply-demand by 1961–62, and a full balance by 1965."

As basis for this assumption he disclosed evidence pointing toward trends such as these. College enrollments are increasing at a fast enough rate to promise a college graduating class of 400,000 students by 1962. If the present rate of new college graduates prepared annually for teaching — 30.5 per cent — continues, a graduating class this large would yield 125,000 prospective teachers. In the last two years the increase in enrollments in teacher education have greatly exceeded the increase in general college enrollments throughout the country. In recent years an increase in the proportion of women college students has been pronounced.

Federal Aid a Question

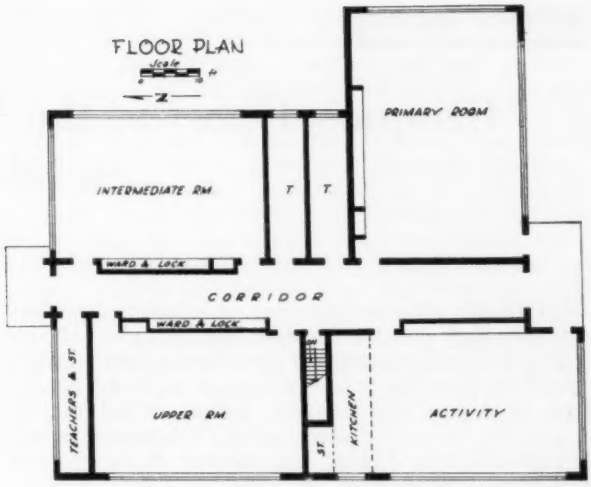
Will the White House Conference Committee's own studies of the six topics on the national meeting's agenda coincide with or digress from the "distilled" findings of the 1800 delegates is a question agitating education circles.

Whether the Committee's members will favor increased federal aid for school construction as the participants did by a ratio of more than two to one and whether they will give the nod to providing federal funds to the states for local school operating expenses, as for example, teacher salaries, on which delegate opinion "divided almost evenly," are still subjects for watching and speculation.

The answers will most likely not be known until early spring when the full Committee submits its final report to the President, unless testimony at Congressional hearings on the Administration's revised school building bill evokes an earlier public response.

Our Rural Schools and Their Problems

HANS W. SCHMIDT
Madison, Wis.



An illustration of a typical, well-arranged rural school

In making any comments about the above subject, we had best see what a "rural school" really is.

In the not too far remote past, the term "rural school" was used to designate a school serving the children in a small rural district. Many of these schools were located some distance from larger communities and many of them housed their children in a typical one room building. Not many were, or are, for that matter, of larger capacity. In consequence, the rural school, even now, may still be thought of and pictured as a one-teacher-unit structure. While the one-room rural school still exists in every state, especially in the South, West, and far North, — and some may still cling to their place in our educational system — the pendulum of school organization is swinging in the other direction.

Some months ago the writer made a trip into several northwestern states. During this tour he encountered an even dozen rural schools, among which was only one of two rooms.

There is another factor that has been in evidence in many such districts. Quite frequently the schools have served as "social centers" for the district's farm population, especially in remote areas, thus tending to perpetuate the status of such schools.

But the past decade has and is still bringing about definite changes; districts are consolidating and many smaller districts have been attached to larger districts which usually possess schools of greater capacity and can thus absorb the pupils from the one or two room schools. For example, one state which had over 5000 rural schools, most of them one-room capacity, has reduced this number nearly 50 per cent due to consolidation, both voluntary and by legislative action.

Modern Transportation

Modern transportation has also become a big factor in such instances; better roads, state aids, and other elements have helped to make the situation "flexible." Again, there are many areas where smaller schools have closed in spite of their social status and their school populations act as "feeders," to larger schools. Of course, such a situation is dependent upon the school which is being "fed."

As has been suggested, the rural schools must either be closed, and their pupils educated in consolidated or urban schools, or they must be replaced with larger and more efficient school buildings which offer facilities similar to those found in more populous districts.

Not too many years ago the "planning" of the smaller rural schools as such was virtually nonexistent. Many states had, and some still have, so-called "stock" plans which were available to small school districts. This probably accounts for the similar appearance of so many schools which were exact duplicates of each other's exterior, as well as interior. Architects were rarely employed and many of these were not too anxious to get the jobs. But where multi-room, auxiliary-spaced schools were in question — now demanded by the districts which have seen and learned from larger schools in other areas or districts — the situation has changed and the competent architect no longer shies at the term "rural." We now are entering a new era and shall see increasing numbers of modern buildings which compare favorably with the best of the urban type.

One element is favorable to such modern schools, and that is, there is rarely any space restriction — usually plenty of land is available which is not too frequently the case in city schools. Five acre tracts, and even larger ones, are becoming common and permit for future expansion, plenty of play space, and they do not "crowd" the designer.

Planning a Modern Rural School

The modern "rural" school should be planned to meet various factors implied in the services furnished by a "rural" school. The accompanying sketch plan will be used as a basis for comment. The word "sketch" has been used advisably and this plan is not detailed and, of course, subject to change and modification. It has been used as the basis for discussion by one school board and found suitable for a particular situation. The reader may observe some features not too often found in even larger or urban buildings.

The "social attitude" of the district, already mentioned as existing in many districts, and a resultant desire to cater to it, is the reason for the inclusion of a community room. Such groups as the P.T.A. came into the picture here with their expressed ideas, an example of cooperative planning. As the district was expected to grow, the plans permit of extension without material changes in the original plans.

Play activity is furnished by a developed area outdoors, while in bad weather the basement will be laid out for this purpose; the activity room is also available for smaller groups and certain primary activities.

The final plans call for all modern conveniences found in larger urban schools: the heating system will be of the "peripheral" type providing both heat and ventilation; thermostatic control will be in all rooms; the boiler is to be oil fired. The school has natural lighting, with directional glass block and clear glass "outlook." With the rural electrification which is common and functioning in nearly all rural areas, artificial lighting presents no problem. The only present problem is that of water supply, but that will be available with a deep-well and pump.

The materials of construction are still under consideration. The district is in an area where lumber is plentiful and it may be used, though the supply of more permanent materials is not out of the question nor too far away to permit ready access.

Editorial Comment

Banquo's Ghost at the White House Conference on Education

AT THE White House Conference on Education there kept obtruding itself into the discussion Banquo's ghost of local control and local responsibility for education, and strangely enough the ghost was to be exorcised by the voodoo incantations of Avaunt centralization! Avaunt central control! Avaunt the slavery of federal control! This seemed to echo through the halls, lobbies, and ballroom of the Sheraton Park Hotel in Washington.

With all the emphasis and all the pressure in connection with Report V of the Conference on Financing, the uneasy conscience of local responsibility was ever present. In the language of Macbeth we heard echoing:

> Avaunt and quit my sight! Let the earth hide thee!
> Thy bones are marrowless, thy blood is cold;
> Thou hast no speculation in those eyes
> Which thou dost glare with! . . .
> Hence, horrible shadow!
> Unreal mockery, hence (Act III, Sc. IV)

The President of the United States recognized the ghost. In simple, eloquent words, President Eisenhower put the case in his "recorded talk":

"The first thing is that education of our young people should be free. It should be under the control of the family and the locality. It should not be controlled by central authority. We know that education centrally controlled finally would lead to a kind of control in other fields which we don't want, and will never have. So we are dedicated to the proposition that the responsibility for educating our young is primarily local."

A State Superintendent Sees the Ghost Vividly

And the State Superintendent of Schools of the State of Colorado, who delivered the speech for the guidance of the members of the Conference on the problems of organization of education, reinforced the idea in his emphasis on "the responsibility for educational programs being reserved to the states who have wisely delegated the responsibility for the direct operation and supervision of the school program to local school districts in a vastly decentralized pattern of administration." He said in the speech, as distributed, in capital letters:

"Now the American Invention of the Local, Relatively Autonomous, Independent School Board Has Been Our Greatest Instrument for Building a Great School System; For Maintaining a Free Society; And For Perpetuating the Ideals of a People Who Truly Believe that Basic Changes in Our Society Can Be Accomplished by Peaceful Means of Education; And Who From the Beginning Have Known That Centralized National Control Could as Well Lead to Slavery and Disaster as to Triumph Over Nature and Despotism."

These ideas were re-stated in the "homework" 83-page pamphlet prepared for preliminary study by members of the Conference:

"Education in America has always been considered a uniquely personal aspect of government. Except at the federal level, the administration of public schools with rare exceptions, is kept independent of other branches of government. Public schools are, in nearly all cases, administered by boards of education usually chosen directly by the people. What the individual child needs, and what parents want for their children, are dominating forces in determining school programs. Next in importance are the larger community needs. While the states have a primary responsibility, and almost plenary power to set educational goals and establish programs, they have usually confined their action to establishing minimum standards. While it is neither possible nor desirable for the states to divest themselves of their educational responsibilities, they have more often than not, chosen to act in partnership with local school districts to which broad powers have been delegated in the conduct of education. The role of the federal government is that of a helping hand.

"In this country, neither the state nor the federal government undertake to dictate educational policy. There is a firm belief that economy in school expenditure and efficiency in school management result from this delegation of responsibility to the local community" ("Suggested Homework" for the participants in the White House Conference on Education, page 7).

The Secretary of Health, Education, and Welfare Sees the Ghost Only Faintly

At the end of the Conference, the new Secretary of Health, Education, and Welfare, Marion B. Folsom, had this to say:

"The third general principle is that the federal government should give assistance without in any way endangering the freedom of local school systems. It is perfectly possible, I am sure, to do this. This Administration believes firmly, just as you do, in the American tradition of state and local control of schools. The danger is not that the freedom of local school systems will be lost by federal aid for school buildings, but that it be gradually weakened through default. When you come right down to it, the freedom of local school systems will be preserved just as long as the American people insist upon it."

One wonders whether there is a suggestion in this that the American people are not insisting on it, and the federal government must step in to take their place.

And in spite of the inevitability of control following in the wake of governmental aid, Dr. Brownell, Commissioner of Education, is going to prevent it. This is how: "We are separating," he said, "structurally the fiscal administration of grant programs from educational services as a means of making more certain that administering the grants does not control the services."

If there were a genuine belief and active faith in the prin-

ciples of decentralized control and of local responsibility, then the million-dollar publicity project, culminating in the more or less anemic reports of the White House Conference, and the final report of the Committee should have been reversed. The actual discussion began in the States, as organized by the National Committee with the aid of the U. S. Office of Education, and was presumably conducted on successive levels: local, regional, state, and national. The process described in the successive stages of the White House Conference discussion was called "distillation" and which may be called "dilution" or selection by "watchful men." This was complained by many whose ideas got lost in the distillation process. Table No. 40 of the 166 had a vocal chairman, a professor emeritus of chemistry, whose Table declared the schools were doing too much in answer to the topic, "What Should the Schools Accomplish," but with the opinion of others this is "distilled" into the schools "are better than ever before." This table 40 protested that "we are not getting teachers, because many persons otherwise well qualified, are repelled by courses in Education (that are required), that they regard as repetitive, doctrinaire, or inferior in intellectual quality." This too got lost.

How to Avoid Ghosts

In view of what actually happened, and in view of the principle of local responsibility, would it not have been better to reverse the process? Start with a National Conference on Education — call it a White House Conference if you want, which it isn't — load it with educators too, and let them freely summarize the national statistics of education, once more, and make all the proposals of reorganization school building needs, what is a good teacher and how to get good teachers, lay interest, and popular support of education. All the alternatives should be stated and recommendations made. These would then go to the states for professional and public discussion. And the final discussion should be in the local boards of education. In the light of the local conditions which they had, we would have the acid test of all the schemes of the national manipulators of education. National statistics are meaningless, or at least hide the facts. They are a statistical mirage often used to deceive Congress. The situation is clearly indicated in the statement of Governors of States, to the White House Conference. One governor is reported as saying that his State could handle the problem, but he was for it because others needed the aid. The problem is in the school districts, particularly for school construction. That is where the problem will be determined. That is, according to the great authorities at the White House Conference, where the problem will be solved.

Would not "democracy," the American tradition in education, local responsibility, and all the other slogans have been more fully achieved, and the basis for certain progress on the basis of information and insight into the actual problems, guided the achievement of the process, if the procedures of the White House Conference on Education had been reversed?

EDWARD A. FITZPATRICK

How to Solve the Teacher Shortage

GEORGE K. STONE
Chief, Bureau of Secondary Curriculum Development
New York State Education Department

In most professions our American free enterprise system insures a constant and adequate supply of replacements. Shortages of dentists, veterinarians, and accountants do not become chronic because the laws of supply and demand are allowed to operate. But in the teaching profession shortages continue to mount.

Today, because of the current world struggle between ideologies, we are particularly aware of the part that our economic system plays in preserving our freedoms. We recognize the importance of teaching economic understanding in the schools and of developing an appreciation of the role of competition in maintaining our high standard of living. We believe in the principle that superior competence and ability should merit appropriate financial rewards — in all fields except teaching.

Lack of Incentive

During the past few years there has been a sharp upward trend in teachers' salaries, but this has not resulted in a corresponding increase in the teacher supply. The trouble seems to be that the uniform salary schedule system does not provide the necessary incentives to attract the kind of young people that the schools desperately need. After many years of service, the most that they can look forward to is a top salary of perhaps six or seven thousand dollars per year. The result is that too few of the best teacher prospects go into teaching because the financial prospects seem to be better elsewhere.

In spite of the lack of financial rewards, there are usually some master teachers in every school whose qualities of character, intellect, and personality deserve wider dissemination than the narrow confines of the classroom. What a profligate waste of highly skilled manpower it is to restrict the influence of these teachers to 30 pupils at a time throughout their whole teaching careers. With a few administrative and scheduling changes schools could really capitalize upon the abilities of such teachers and make it possible for them to advance both professionally and financially. Instead, these superior teachers are treated exactly the same as the most incompetent and ineffective members of the staff. The only recognition they commonly receive is to be assigned to additional duties or perhaps an extra class of 30 pupils.

There are good reasons why 30 pupils is about the right size classroom group for certain types of learning activities. But for many other types of activities, perhaps the majority of those commonly carried on in schools, it is a most inefficient size. There is no reason why an educational program might not be planned so that activities involving a minimum of pupil participation could be carried on in large groups of perhaps hundreds of pupils.

A radical new basis for salary schedules to include the factor of incentive is desperately needed to alleviate the alarming decrease in teacher supply.

Other activities, in which the participation of every pupil is especially important, are most effectively carried on in groups of less than 30. By organizing a part of the educational program on a large group basis, schools could afford to have more of these small discussion groups and thereby make more efficient use of very superior teachers. Under such a plan a salary scale based upon ability and responsibility would be justified and necessary.

The use of audio-visual materials, for instance, might be planned so that only one period instead of ten would be required for the showing of a documentary film to 300 pupils enrolled in ninth-grade social studies. Lectures and demonstrations in nearly all subjects might better be given to large groups by the more competent teachers than to small groups by less competent teachers. If some scheduling adjustments of this kind were made, the resulting increase in efficiency might be sufficient to warrant much smaller classes for certain types of learning activities at no increase in cost.

Scheduling Revisions Needed

Of course, changes of this kind would require some rather extensive revisions of our traditional scheduling practices. They would also make necessary some building modifications and a new type of personnel management and school administration. The advantages might be greater at the secondary level than at the elementary level, but the principle of adjusting the size of the group to the character of the learning activity should have many applications at all levels.

If we subscribe to the principle that the school should deal as far as possible with real-life situations, we must be prepared to face the fact that 30 is a group size almost never met with in real life. Try to think of a group to which you belong that numbers 30 persons.

A New Salary Basis

Barring another depression for which some school administrators secretly hope to replenish the teacher supply, the only permanent solution for the teacher shortage seems to be a salary spread comparable with that which obtains in other professions. At the present price level, every school system should have a reasonable number of bona fide teaching — not administrative — positions in the $10,000 and above class. It should also have a somewhat larger number of $7,000 to $10,000 positions. Salaries in the lower bracket might then remain somewhat as they are now, since they are already comparable with those of the less highly skilled practitioners of other professions.

Equal in importance with a salary range which provides opportunity for advancement is the necessity of basing salaries on the level of services performed rather than upon seniority alone. Schools should be organized so that teachers who become highly skilled and can produce more have an opportunity to produce more. Technological developments in television and other communications devices have already provided us with the facilities to make this possible.

So far the public schools seem to have been little affected by the industrial revolution which has so profoundly changed most of our other institutions. From one point of view it might be said that the schools are still operating under the handicrafts system. A teacher's stint is still five or six classes of 30 pupils per day plus the mountain of clerical work that is inevitable under this system. But sooner or later the full impact of mechanization and automation is certain to hit the schools. Unless a beginning is soon made to prepare for this impact, the results may be fully as disastrous as were those in the early days of the power loom and spinning jenny.

It is amazing that, when such proposals as socialized medicine and a uniform salary schedule for physicians are made, they are immediately ridiculed even by some teachers. Teachers recognize that they have a personal stake in the maintenance of high standards for the medical profession but fail to see that a little competition would also benefit their own profession.

The fallacy of putting all physicians, all architects, and all chemical engineers on identical salaries seems easy to discover while the fallacy of paying all public school teachers identical salaries appears to be somewhat less obvious. Teaching positions in our institutions of higher learning have long been stratified and the system has never been questioned. Civil service positions, even in the area of education, are likewise stratified and the arrangement seems to be entirely democratic.

When the teaching profession in our public schools comes of age and begins to act like other professions, it must disavow the fetish of the uniform salary schedule and adopt some of the features of the free enterprise system. When that day comes, the end of teacher shortages will be in sight.

THE QUINCY BUS PROGRAM

NORMAN E. KUKUK
Superintendent of Schools
Quincy, Mich.

During the past four years, Quincy, Mich., community schools have grown from an eight district school to a 23 district consolidated school.

Along with this growth in consolidation came the usual programs of inadequate transportation, which, during the same years, grew from six passenger buses transporting 22 per cent of the total enrollment to a service of 19 buses and four metal body station wagons transporting 63 per cent of the pupil enrollment of 1163. Such an increase of passengers in so short a time brought about many problems, finally necessitating a new energetic program of regulations and qualifications for bus drivers.

Training courses were required of every driver; medical examinations were performed before a driver could be hired. Annual medical examinations became compulsory.

A transportation supervisor was employed, with 75 per cent of his time given to transportation. Responsible for supervising all maintenance and custodian services, he has cut down expenses in both transportation and janitorial departments.

Bus drivers' salaries have gone up from $60 to $100 per month, and at the present time all drivers receive $120 for regular trips, plus $1.50 per hour for extra trips outside of regular transportation.

An annual contest was set up, with an award for the "Bus Driver of the Year." The trophy was given at commencement time to the driver of the best operated school bus.

Bus drivers meet regularly at a snack bar after each morning run to discuss their problems. Working out their individual troubles, the drivers have become a team, and many of the old headaches have disappeared.

The Quincy program, composed of seemingly minor considerations, has proved quite successful, as 1954–55 expenses for transportation in the Quincy schools are $5,000 less than the previous year.

INSIDE STORY:

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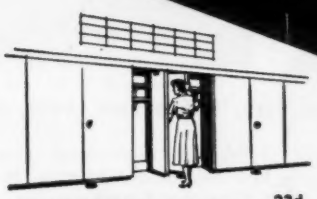

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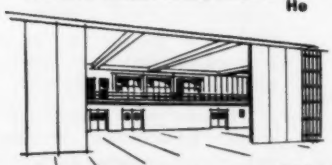

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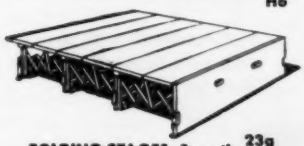

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SCHOOL LAW NEWS

Schools and School Districts

School districts in Illinois are entirely subject to the will of the legislature and may be divided, expanded, united, or abolished at the will of the legislature. — *Kinney* v. *County Board of School Trustees of LaSalle County*, 129 Northeastern reporter 2d 292, 7 Ill. App. 2d 286.

Education is not a matter of local concern, but it belongs to the state at large. — *Sturgis* v. *Allegan County*, 72 Northwestern reporter 2d 56, Mich.

School District Government

A county board of school trustees, as an administrative agency, is not held to refined legal standards of procedure that exist in the courts of record. SHA. ch. 110, § 275 (2); ch. 122, § 4B-4. — *Bridgeport Tp. High School Dist. No. 3–12* v. *Shank*, 129 Northeastern reporter 2d 264, 7 Ill. App. 2d 183.

The board of education of a school district is an agency of the state, and not a subdivision thereof, and is a separate and distinct corporation which furnishes the method and machinery for the government and management of the district. — *Wauconda Tp. High School Dist. No. 118* v. *County Board of School Trustees of McHenry County*, 129 Northeastern reporter 2d 177, 7 Ill. App. 2d 65.

The board of education cannot exercise any power that is not expressly conferred by statute or does not fairly arise by implication. W.Va. code, 18-4-10, 18-5-4, as amended 18-7-1 as amended. — *Cochran* v. *Trussler*, 89 Southeastern reporter 2d 306, W. Va.

School District Property

School fixtures placed on land, which had been conveyed to a school district, with provision for reversion of title when abandoned for school purposes, did not become a part of the realty, and did not pass to reversioners when the land was abandoned for school purposes. — *Stephens* v. *Stephens*, 287 Pacific reporter 2d 902, Okla.

The Michigan legislature has entire control over the schools of the state, subject only to the provisions of the Michigan constitution relating thereto. — *Sturgis* v. *Allegan County*, 72 Northwestern reported 2d 56, Mich.

Teachers

A public school teacher's status is not contractual, but his position is statutory, and all his rights and privileges come from statutes regulating the position. — *Board of Education of San Francisco Unified School Dist.* v. *Mass.* 288 Pacific reporter 2d 874, Calif. App.

A West Virginia statute providing that no teacher, or principal, or assistant superintendent, shall be employed except on the nomination of the county superintendent, contemplates an agreement between the county superintendent of schools and the board of education upon all persons employed in those capacities, and though the board may refuse to accept the nomination of the county superintendent, it may not employ any person in these capacities who has not been nominated by the county superintendent. W. Va. code, 18-4-10 (2), 18-7-1, as amended. — *Cochran* v. *Trussler*, 89 Southeastern reporter 2d 306, W. Va.

A Tennessee public school teacher, who had taught in one school system for 17 years, and who was notified in March, 1954, that the county board of education intended to terminate his contract at the close of the current school year, had only just completed his three-year probationary period under the Teacher Tenure Act, which became effective on July 1, 1951, and had not acquired tenure status under the protective provisions of the Act. The county board of education had the power and authority under the "continuing contract" law to terminate the teacher's contract upon written notice at least 30 days before the close of the school term. Williams' Code, §§ 2340.1, 2345-3 to 2345.5, 2345.18. — *Brown* v. *Newman*, 282 Southwestern reporter 2d 677, Tenn. App.

The refusal of public school teachers to answer under oath, before the board of education by which he or she was employed, specific questions as to their membership in the Communist Party and allied questions constituted cause for dismissal under the California law, the Dilworth Act. West's Ann. Education Code, §§ 8275, 12600–12607, 13521, 13526, 14130.5. — *Board of Education of City of Los Angeles* v. *Cooper*, 289 Pacific reporter 2d 80, Cal. App.

Under the Alabama Teachers' Tenure Law, where there is a justifiable decrease in the number of teaching positions, the right of selection of a teacher who is to be discharged is a matter resting entirely with the employing board of education. Ala. code of 1940. Tit. 52, § 358. — *Williams* v. *Board of Education of Lamar County*, 82 Southern reporter 2d 549, Ala.

Pupils

The Arizona statute providing that boards of trustees of school districts may exclude from primary grades children under six years of age, necessarily recognizes an implied power to admit children under the age of six. ACA Supp. 1952, § 54-416, as amended by the Ariz. laws of 1954, c. 117. — *Harkins* v. *School Dist. No. 4 of Maricopa County*, 288 Pacific reporter 2d 777, Ariz.

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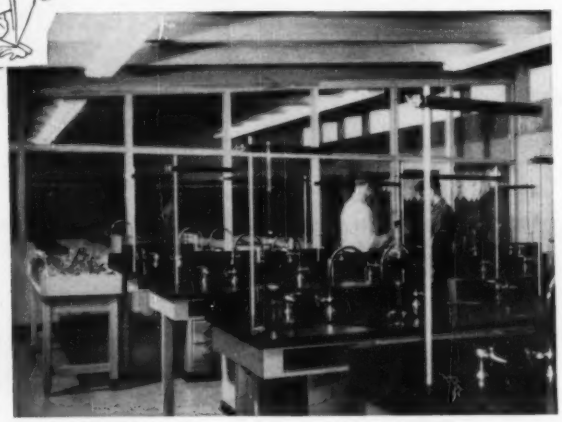

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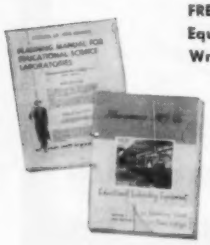

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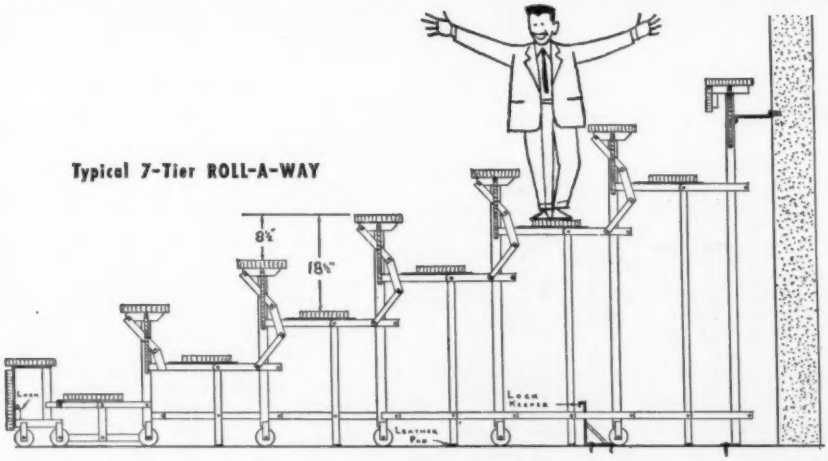

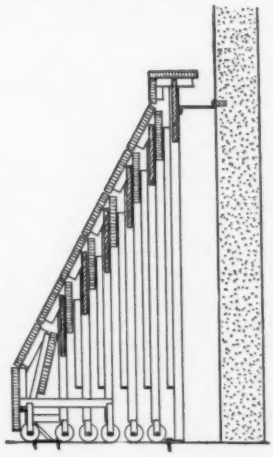

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School Administration News

BLOCK TIME PLAN

The junior high school of Conneaut, Ohio, has begun the development of a "block time" plan for grades seven and eight. This program initiated in September, 1955, is expected to be extended to the eighth-grade classes in September, 1956.

In the seventh-grade curriculum, a teacher has a group of 30 pupils for a half day, teaching in the fields of English and social studies. During the other half day, the teacher has a similar group in the same areas, while her first group is with a second teacher, dealing with arithmetic and science. Work with special teachers in physical education and music is carried on a rotating schedule, with time taken from the two larger blocks.

Teachers in the block program are engaged in instructional areas in which they are trained and certificated. They are never required to leave their fields of major preparation and the children obtain the benefits of skill and background in each subject.

In the eighth-grade program a half day will again be devoted to English and social studies, but the other half day will be broken down, including the arithmetic program with one instructor. Industrial arts or home economics will teach boys and girls separately, under the direction of a third teacher. Music and physical education are handled in much the same manner as in the seventh grade.

Supt. J. H. Wanamaker reports that while the program has been in operation only a few months, it has operated quite smoothly and has been the subject of much favorable comment by parents and teachers. Adolescents do not meet with large numbers of teachers each day, and they have the advantage of study time with teachers who know their problems. Teachers meet only a third as many pupils as formerly, and they find it possible to become better acquainted with their pupils and to understand their individual needs.

CONSOLIDATION AND BETTER SCHOOLS

The schools of Beaufort, S. C., have been reorganized and consolidated with the result that enrollment has increased greatly and additional teachers have been employed. Within a five-year period the enrollment has risen to more than 500 pupils.

The value of the school property has increased from less than $700,000 in 1951 to about $4 million in 1955, and will increase by $1½ million by 1956. Where only one school in four had a library in 1951, now all schools have adequate library facilities. The value of library materials has increased twofold in five years.

The number of nonteaching principals and supervisors has more than doubled. The staff morale shows general improvement in keeping with the new teaching competence. The number of teachers with unacceptable low grade certificates has been reduced to one fourth of the number in 1951.

Supt. L. Currie McArthur points out that through active community support, there has come a feeling of professional responsibility among both white and Negro teachers which has seemed to be significant.

POLICY ON PUBLIC RELATIONS

The Willowbrook, Calif., board of school trustees has adopted the following statement of policies concerning its public relations:

a) To support a program which, when fully understood, will stand the scrutiny of a majority of parents, students, teachers, and taxpayers.

b) To encourage community interest and participation in the school program.

c) To utilize information, advice, and assistance of interested individuals and groups in the solution of the educational and financial problems.

d) To provide the community with official information about school policies and the content of the school program. For this purpose a reasonable expenditure of tax funds will be approved.

e) To encourage the use of a variety of the available, reliable means of informing the community about its schools.

f) To endorse a planned program designed to discover the community's needs and desires in educational services and expenditures.

g) To encourage recognition of those who serve public education in the community.

MUST PROVIDE ADEQUATE PROGRAM

The board of education of Yonkers, N. Y., must provide an adequate school program for 1956 or suffer the loss of school aid. Last spring Commissioner of Education Lewis A. Wilson ruled that unless Yonkers provided in its 1956 budget for an adequate school program, it would lose its state aid. This aid amounts to $2,500,000 in the year ahead, more than one third of the scheduled expenses. James G. Park, board president, predicted that the approved school budget for the next year would be inadequate, due to the fact that the amount set by the board has been cut by the municipal government. The actual school operating expense budget for 1956, as approved by the city council, is $6,431,000. This is $839,950 short of what the board had requested.

EXTRACURRICULAR TRANSPORTATION

A major problem of education today is the lack of equality in educational opportunities. Attempts at equalizing these opportunities have been made in many communities by consolidating and providing the services that large schools can offer. When children must travel great distances by bus, many boys and girls do not have the opportunities to enjoy co-curricular activities held after school hours.

In Tunkhannock, Pa., the public schools, under the direction of Supt. Clifford R. Roslund, supervising principal, have attempted to overcome the lack of educational opportunity. The school directors have provided an extra bus run which is called the "Activity Run." after the regular school day. Boys and girls who care to participate in any of the extracurricular activities are furnished transportation following the completion of their practice in such activities as football, basketball, volleyball, baseball, senior chorus, junior and senior band, dramatics, or school publications.

While this is the first time the program has been tried in Tunkhannock, it has proved quite successful, according to Supt. Roslund. The estimated cost is $3,000 out of a total of $70,750 in the transportation item of the annual budget.

UNITE SEGREGATION FORCES

Plans were laid on December 29, in Memphis, Tenn., for a co-ordinating group to bind the South's various pro-segregation forces into one big political stick.

Some 45 persons present at the initial meeting, representing 12 Southern states, approved a resolution supporting Virginia's proposed Doctrine of Interposition, which is before the state legislature. The doctrine aims at amending the Constitution in order to void the Supreme Court decisions that racial segregation in certain public facilities is unconstitutional.

EDUCATIONAL TELEVISION

Educational television more than doubled its number of broadcasting stations in 1955, when it expanded from 8 to 18 stations. The planned expansion for 1956 will bring educational TV within the range of 46 million.

ENROLLMENT INCREASE

The U. S. Bureau of the Census, in its latest survey, reports that 37 million persons 5 to 34 years old, were enrolled in school or college at the beginning of the 1955–56 school year. The number enrolled in 1955 was 1.3 million, or 4 per cent larger than the number one year earlier. The number of persons 14 to 29 years was 10,687,000, or an increase of 13.0 per cent.

ADULT EDUCATION

The Detroit board of education has made substantial progress in its program of adult education initiated in 1940. The recent report of Supt. Arthur Dondineau points out that during the past 15 years adult education has served nearly three fourths of a million men and women in the city. The yearly membership increased to a high of 62,488 in 1954. The low was 47,348 in 1949.

The department serves the public through 22 evening schools and approximately 150 neighborhood classes that meet in school buildings, church houses, social centers, and the like. The department offers general education in eight general areas of instruction: Americanization, academic subjects, avocations, business and commercial courses, health and safety, homemaking, trade and vocational subjects, and miscellaneous courses.

Approximately 150 adults complete the requirements of the elementary schools and graduate each year. Between 200 and 300 adults are awarded high school diplomas. Thousands of other individuals have taken courses to improve their cultural background or to satisfy leisure needs or to qualify for employment.

IMPROVE READING PROGRAM

The public schools of Lower Richland School Dist. No. 5, at Eastover, S. C., have embarked upon a plan designed to determine the effectiveness of the reading program in grades 1 through 12, and to outline steps for improving the program at all levels.

The board has obtained the services of Dr. William S. Anderson, of Winthrop College, who is in charge of a similar program in the College, designed to improve the reading program.

The program calls for conferences with the several teachers at the various grade levels, and with selected teachers who took part in previous conferences acting as consultants.

MERGE DISTRICTS

In Dillon, S. C., the entire area is now under one administrative organization. Nine elementary school districts were consolidated into one district, with one white and one Negro high school. A total of ten Negro schools have been consolidated into three schools, and are now housed in modern elementary school buildings. Five elementary white schools have been consolidated into new merged districts with new plants to house the pupils. A modern high school has been erected to take care of secondary Negro students in this district.

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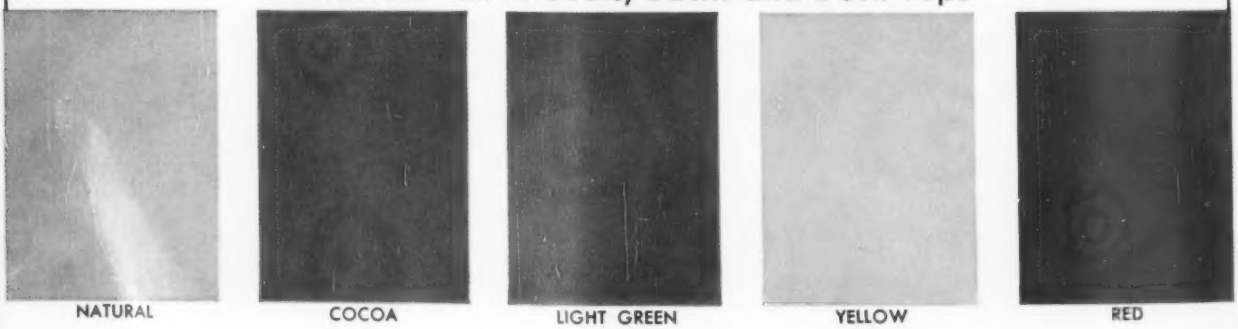

NATURAL | COCOA | LIGHT GREEN | YELLOW | RED

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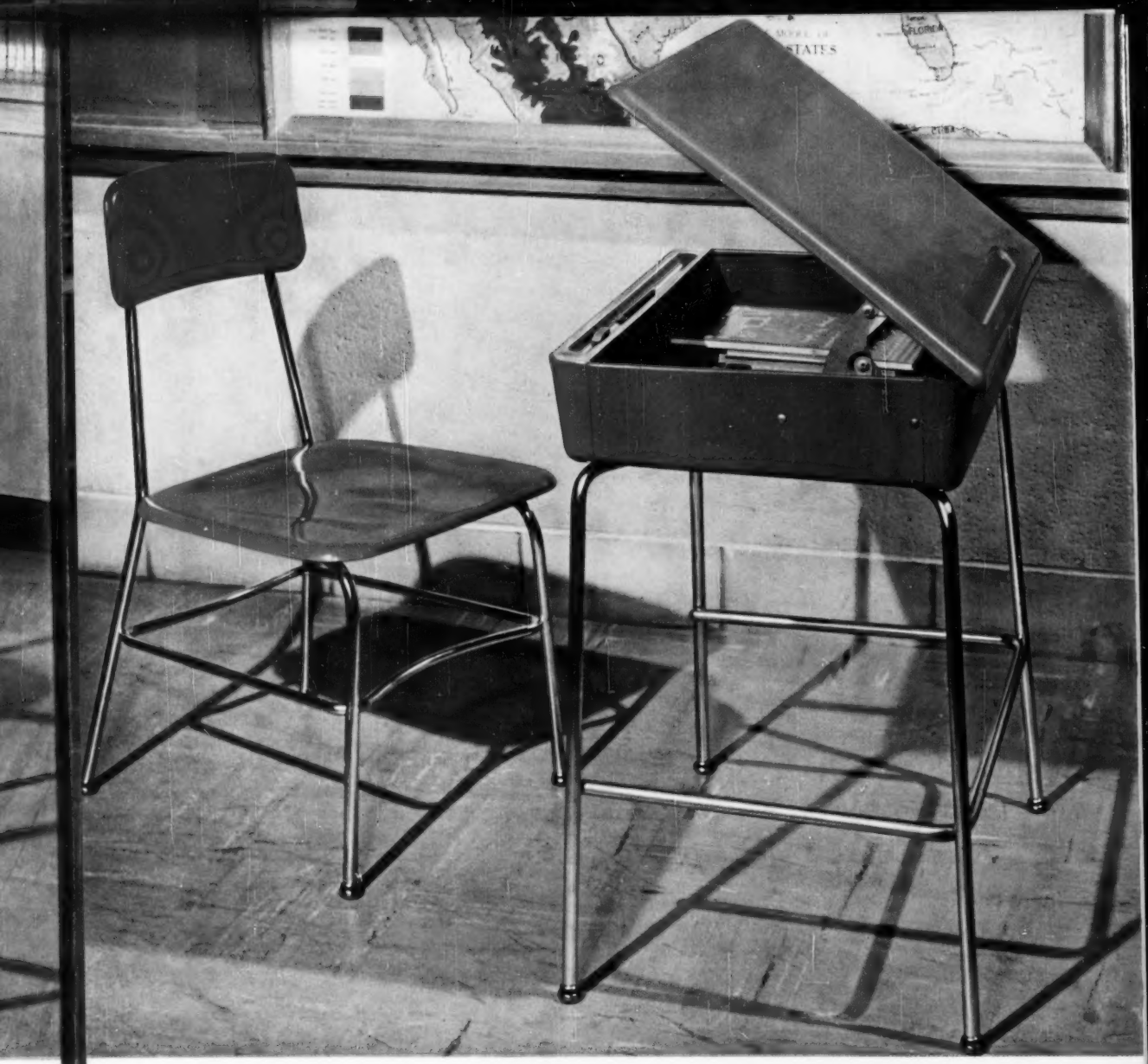

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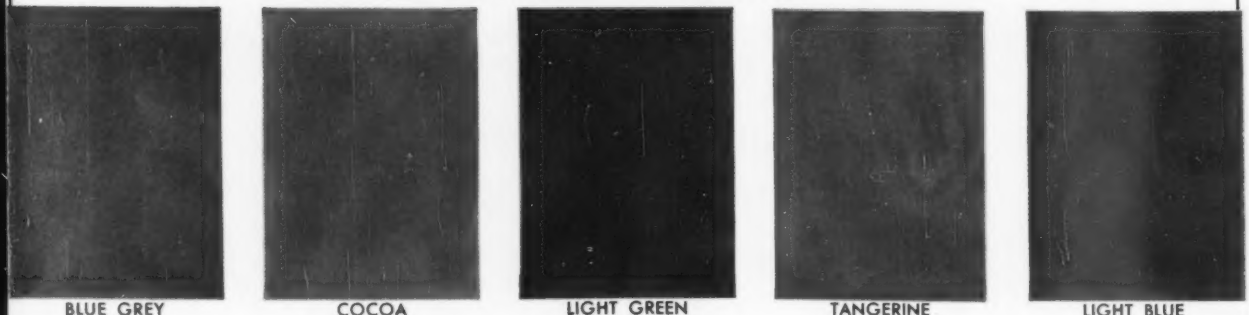

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BLUE GREY COCOA LIGHT GREEN TANGERINE LIGHT BLUE

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SCHOOL BUSINESS EXECUTIVES

INSURANCE PROGRAM

In 1939 the Oklahoma City, Okla., board of education asked the Oklahoma City Association of Insurance Agents to establish a committee to work with the board in establishing the proper insurance for its properties.

Since that date all the property of the school system has been appraised by the Marshall-Stevens Index and the appraisal has been kept to date. The committee works co-operatively with the school business administration. In addition, this committee works with the Oklahoma Rating Bureau in establishing rates for new construction.

The Oklahoma City Association puts all profits from the insurance on public properties into a fund for the explicit purpose of assisting in the safety program of the community.

These profits have been spent for special projects in the school safety program; Oklahoma Safety Council, Fire Prevention Work, Board of Education Scholarships, Teen-Age Rodeo, County Road Markers, the Police Department, and a Drivo-Training Unit. This Association purchased a complete unit of the last item and installed it in Central High School for student and adult driver training.

These safety and educational purposes have proved fruitful in many ways. In addition, the sound insurance program makes for easy settlement of claims when property destruction occurs. — N. L. GEORGE, Assistant Superintendent.

NEW ASBO OFFICE

Since the beginning of the year 1956, the office of the Association of School Business Officials is located at 1010 Church Street, Evanston, Ill., Dr. Charles W. Foster, newly appointed Executive Secretary, announced. Moving there from Kalamazoo to coincide with Dr. Foster's appointment, the new office is conveniently located near Evanston's downtown section, its finest hotels, the Chicago and Northwestern railway station, and the Northwestern University campus.

PAY RANGES

The Los Angeles city schools are employing additional nonteaching men and women. The wages offered are: For auditor, $395 to $489; for sheet-metal worker, $417 to $464; assistant stock clerk, $259 to $319; garage serviceman, $273 to $373.

FINANCIAL ACCOUNTING

The board school of directors of Kansas City, Mo., in its annual report for 1954–55, discusses financial accounting for city school systems.

The report stresses that the essentials of school accounting systems are (1) intelligent budgeting; (2) a sound system of general accounts; (3) a set of accurate cost accounts; (4) worthy auditing; and (5) adequate technical and popular reports.

In Kansas City schools the accounting system provides specifically: (1) a record of all money received as to character and funds; (2) a record of all expenditures as to character and funds; (3) a record of every financial transaction; (4) the necessary records for financial reporting; (5) the data on which to base cost studies; (6) a record of all transactions performed by the board; (7) continuing information for the preparation of subsequent budgets; and (8) a provision for adequate auditing.

Such accounting makes possible sound planning for both the financial and the educational programs of the district.

Budgets. The financial system of the Kansas City schools is based upon a carefully prepared and detailed budget which is made for each two-year levy period. Because of improved techniques for predicting income and controlling expenditures which have been developed by the school administration during the past five years these budgetary operations have become highly satisfactory.

Audits. The financial records of the Kansas City school district are audited annually by an independent firm of auditors. The reports are distributed upon request and are available at the Kansas City public library and its branches.

Fiscal Year. The fiscal year of the Kansas City school district is from July 1 to June 30, inclusive.

Classification of Receipts and Expenditures. Receipts: All receipts of the Kansas City school district are recorded, both as to source and as to fund, in accordance with the statutes of Missouri.

Expenditures. The expenditures of the Kansas City school district follow recommendations in Circular 204 of the U. S. Office of Education. These classifications are generally used by school systems throughout the United States in order that comparable and reliable cost statistics may be compiled and made immediately available.

slate chalkboards

SUPERIOR VISIBILITY MEANS QUICKER . . . EASIER TEACHER-STUDENT COMMUNICATION.

Slate chalkboards command attention. The high degree of contrast between message and background on a slate chalkboard means a clear, easy-to-see, easy-to-grasp message . . . one to which the student instinctively responds. It's an invaluable aid to the teacher in classroom work . . . and an economical one, too . . . a one-time investment in dependability and eye-soothing service.

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500 Million Years in the Making . . . NATURAL SLATE

THE WHITE HOUSE CONFERENCE

(Concluded from page 8)

functions of, and organizational patterns needed by, the states and the federal government for the efficient conduct of the school program. The entire history of our nation is one long documentation of the fact that organizing to conduct a school program is a three-way partnership between the local communities which operate and conduct the schools, the state which is legally responsible for the educational program, and the federal government which must keep fully aware of the over-all impact of the programs in the several states and territories in the interest of national well being."

The Federal-Aid Question

Enough has been said to reveal how pointedly the White House Conference on Education indicated that local school boards bear a major responsibility for solving the problems that confront our public schools. Space will not permit references to the presentations and reports on the topics dealing with school buildings and teacher supply, but they carried the same emphasis.

Because of the controversial nature of the question of Federal Aid to Education, discussion of Topic V on "How Can We Finance Our Schools" was awaited with special anticipation. In referring to this, the subcommittee chairman, Frank C. Moore, suggested that the Conference participants might be classified into two groups: those who feared they would not have an opportunity to discuss federal aid, and those who feared they would not have an opportunity to discuss anything else. Neither group need have worried; both were satisfied in the end.

In the months preceding the Conference, rumors were circulated that both the President's Committee and the Conference participants were "stacked" against federal aid. During the Conference itself, the rumors were just as strong that the "stacking" was in favor of federal aid. Which is a pretty good indication that neither the Committee nor the Conference was "stacked" at all. Mr. Moore divided the school districts of the nation into four groups from the standpoint of finance. You might check your own situation as you read the following:

"*First*, those [districts] which have neither the legal power nor economic ability to meet their needs.

"*Secondly*, those which have the economic ability but not the legal power to finance their needs.

"*Thirdly*, those which have the legal power but not the economic ability required.

"*Fourthly*, those which have both the legal power and the economic ability to finance their needs. This latter group, however, divides between those that have the willingness to support education and those less eager to do so."

Round table No. 158 elected the writer chairman for their discussion of Topic V during a three-hour period. I carried their report to a meeting with ten other table chairmen and was again made chairman. We followed instructions to combine the eleven reports into a single report without adding any new idea or comment of our own. At 10:30 p.m. I carried that report to a meeting with seven other chairmen, each representing ten or eleven round-table groups. We worked until the wee small hours to combine these reports into a single report which our last chairman, Mrs. Pearl A. Wanamaker, carried next morning to a meeting with the other "chairman of eight," Dr. Edgar Fuller. These two persons, both of them known proponents of federal aid, prepared the final report on Topic V, again charged not to add anything that had not come up to them from the table reports.

There was considerable unwarranted comment, some of it by board members, I regret to say, that it could not have been mere coincidence which brought Dr. Fuller and Mrs. Wanamaker together to make this report. I know for a certainty that none of us around Mrs. Wanamaker's "table of eight" had any idea who the other final chairman was until we completed our work at 2:00 a.m., Thursday, the final day of the Conference.

There is a natural explanation as to why professional educators tended to become chairmen of so many groups. It was because the educators knew one another far better than did the laymen at the Conference and they tended to suggest their own colleagues as qualified to carry the chairman's job. On the whole, however, the honors were quite evenly divided. Of the twelve final chairmen, six were laymen and six professionals; and four of the six reports were made by laymen and women.

The report on finance was awaited with great interest. I shall quote only two or three of the most significant paragraphs dealing with the federal aid issue, but I commend to all readers of the JOURNAL, the entire report and those on the other five major topics.

"The participants approved by a ratio of more than two to one the proposition that the Federal Government should increase its financial participation in public education. Of those favoring such an increase, the overwhelming majority approved an increase in Federal funds for school building construction. On the issue of Federal funds to the states for local school operation, the participants divided about evenly. A very small minority was opposed to Federal Aid to Education in any form.

"Federal aid should never be permitted to become a deterrent to state and local initiative in education.

"The delegates almost unanimously opposed any Federal control over educational use of funds in local school districts. Accounting by the states to the Federal Government for fiscal purposes was not interpreted as Federal control of education."

Continuing Public Interest

Fundamental to all the problems of the schools is the question of maintaining a continuing public interest in education. Topic VI was concerned with how to do this, and the chairman of the subcommittee was our own school board leader, Jesse G. Stratton of Clinton, Okla., immediate past president of the National School Boards Association. Jesse made a fine presentation which I commend to you, and from which, for lack of space, I quote only a single sentence: "Underlying the spirit of this entire meeting one can sense a profound and determined conviction that through improved education the ideals and aspirations of a freedom-loving people can and will be preserved."

In bringing the White House Conference to a close, Chairman McElroy ended with the following two sentences: "When we go home, let us all in our different ways continue this work. A cause like this one is so good that it should enlist our energies as long as we live."

THE PRESIDENT RECOMMENDS

In his Message to Congress on the state of the Union, President Dwight Eisenhower made the following recommendation concerning federal aid to education:

"A final consideration in our program planning is: The response to human concerns.

"A fundamental belief shines forth in this Republic. We believe in the worth and dignity of the individual. We know that if we are to govern ourselves wisely — in the tradition of America — we must have the opportunity to develop our individual capacities to the utmost.

"To fulfill the individual's aspirations in the American way of life, good education is fundamental. Good education is the outgrowth of good homes, good communities, good churches, and good schools. Today our schools face pressing problems — problems which will not yield to swift and easy solutions, or to any single action. They will yield only to a continuing, active, informed effort by the people toward achieving better schools.

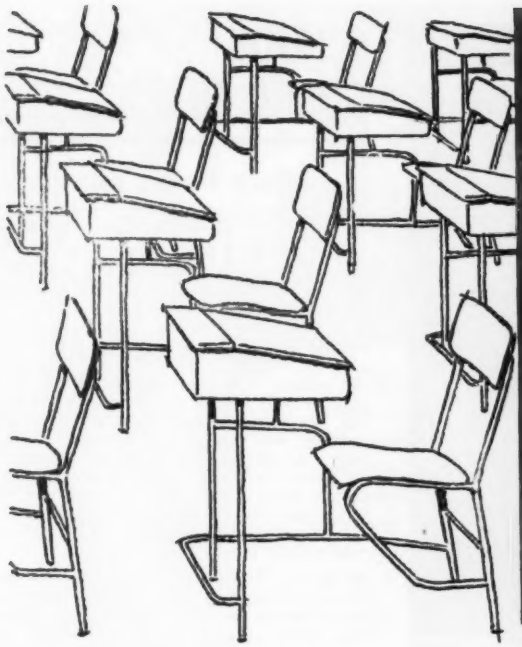
Recalls Recent Parleys

"This kind of effort has been spurred by the thousands of conferences held in recent months by half a million citizens and educators in all parts of the country, culminating in the White House conference on education. In that conference, some two thousand delegates, broadly representative of the nation, studied together the problems of the nation's schools.

"They concluded that the people of the United States must make a greater effort through their local, state, and federal governments to improve the education of our youth. This expression from the people must now be translated into action at all levels of government.

"So far as the federal share of responsibility is concerned, I urge that the Congress move promptly to enact an effective program of federal assistance to help erase the existing deficit of school classrooms. Such a program, which should be limited to a five year period, must operate to increase rather than decrease local and state support of schools and to give the greatest help to the states and localities with the least financial resources. Federal aid should in no way jeopardize the freedom of local school systems. There will be presented to the Congress a recommended program of federal assistance for school construction.

"Such a program should be accompanied by action to increase services to the nation's schools by the office of education and by legislation to provide continuation of payments to school districts where federal activities have impaired the ability of those districts to provide adequate schools."



row upon row

and not a paper showing

with NEW Griggs 789 Study Top Desks

An open-front book box Chair Desk . . . the 786.

desk and chair combination . . . Airliner 700 Desk with 740 Chair.

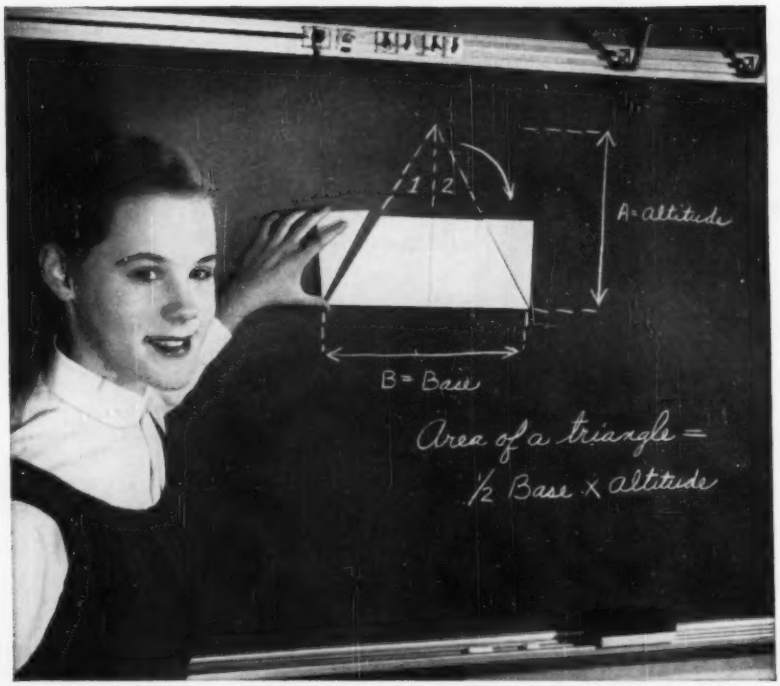
for a luxurious auditorium . . . Model 50 MBW Auditorium Chair.

queen of the classrooms . . . Skyliner No. 450 Chair Desk.

Built-in neatness for your classrooms. Completely-enclosed book boxes with smoothly-operating lift lids conceal loose papers . . . ungainly stacks of books. That's only one virtue of the new Griggs 789 Study Top Desk . . . the hard-to-tip frame is of sturdy tubular steel for *lightweight* strength. The roomy desk top, like the comfortably curved seat and back, is of hardwood plywood. And desk tops can be faced with plastic for years of wear without finishing. Look at the 789 before you buy!!

GRIGGS EQUIPMENT COMPANY

BELTON, TEXAS



MAGNETS stick geometrical cardboard cutouts to Weldwood Chalkboard. Easy mobility permits use of "movie" techniques to teach geometry, geography, chemistry, even football. With Weldwood Aluminum Chalkboard Trim, as shown, Weldwood Chalkboard can be installed at low cost. Weldwood Chalkboard is available in a range of standard colors.

Now kids learn geometry the easy way with new magnetic chalkboard

BIRCH WELDWOOD plywood clothes closets are good-looking, durable, need little maintenance. Westover Elementary School, Stamford, Conn. Arch: William F. R. Ballard.

With Weldwood Chalkboard, high school students can see at a glance what Euclid meant by Q.E.D. Theorems usually difficult to visualize become easy to understand, easy to remember. And teachers find that a troublesome subject takes on new freshness, new classroom appeal with Weldwood Chalkboard visual aid techniques.

This new kind of chalkboard consists of a porcelain-on-steel* face bonded to strong, rigid plywood backed by a sheet of aluminum for balanced construction. Its glare-free surface is easy on young eyes, it doesn't squeak under chalk, will not warp, break, shatter or buckle, *never* needs refinishing.

Perfect for school or business use, Weldwood Chalkboard is *guaranteed for life.*

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ASBS 2-6

NAME.....

ADDRESS.....

CITY.....STATE.....

SCHOOL BOARD NEWS

HONOR SERVICE AWARD

H. W. Miller, Hinton, Okla., school board member since 1904, received the first Honor Service Award of the Oklahoma State School Board Association at its annual convention, Friday, December 9, at the Skirvin Hotel, Oklahoma City, Okla.

SCHOOL BOARD NEWS

★ Decatur, Ark. The school board has established new fees for the use of school buildings by outside organizations. No fees are charged for meetings sponsored by civic groups for the general public, of interest to the public. For meetings sponsored by private groups, organizations, or businesses, fees of $5 per night for the agricultural building, $10 for the gymnasium, and $20 for the lunchroom are to be charged.

★ Corpus Christi, Tex. The board of school trustees has adopted a new policy concerning pupils leaving the school grounds at lunchtime. Under the new rule, no pupils are allowed to leave the school grounds for lunch unless they live within walking distance of their homes. Students may leave upon the presentation of a slip signed by the parent.

★ Sacramento, Calif. The school board has placed the public schools on an annual promotion basis. Beginning kindergarten pupils will be admitted in September only. The plan will be carried forward one class a year.

★ Maryville, Tenn. The board of education has completed a written school board policy, containing regulations governing the activities of the board and the administration of the schools. The policy has been issued in printed form and is available to members of the school staff.

★ Carlsbad, N. Mex. The board of education has adopted a resolution terming recent activities of the New Mexico High School Activities Association "dictatorial, arbitrary, and entirely unwarranted" in refusing the offer of John R. Joyce to present a trophy for the state high school basketball champions. The board suggested that the action be rescinded and urged that such matters remain under the direct control of the legally constituted school authorities where it belongs. The Association has voted not to accept private offers of trophies, but has ruled that all awards should be provided by the Association.

★ Waterloo, Iowa. The school board has adopted an "aid" plan to relieve teachers of most of their clerical duties and to provide more time for teaching duties. The aids will comprise available married women who can assume many of the duties, such as distributing milk to pupils, collecting insurance premiums, keeping attendance records, and handling books and supplies.

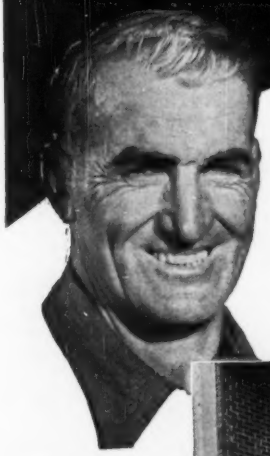
★ The board of education of the Sykesville-Henderson District, Sykesville, Pa., has fostered the organization of parent-teacher associations. It has carried on a building renewal program, which has included a complete interior decorating job.

On the instructional side, the board has sponsored a minor sports program on Saturdays for boys, in grades four to six, during four months of the year. These activities were carried on under the personal direction of the supervising principal.

"We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

NEW, FASTER, SAFER WAY TO GET UP IN THE AIR AND ROLL WITH THE JOB.

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



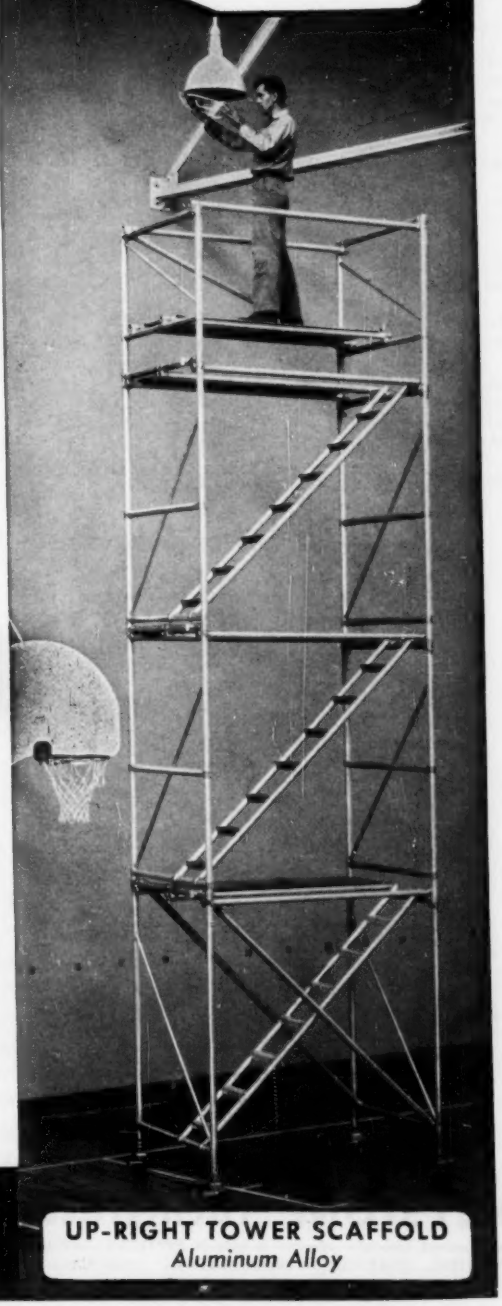
"Our summer program of overhead building and classroom maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform.

UP-RIGHT SPAN SCAFFOLDS

Write for descriptive circular!

"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," *says Leonard T. Anderson, painting contractor, Turlock, California.*



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"UP-RIGHT" SCAFFOLDS

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FACTORIES: Berkeley, Cal. and Teterboro, N. J. Offices in all Principal Cities

SCHOOL BOARD NEWS

★ Missouri Valley, Iowa. The school board has adopted a set of school policies. These deal with organization, time and place of meetings, order of business, and duties. Policies affecting school personnel include conditions of employment, sick leave, professional leave, military leave, hiring of substitute teachers, school hours, and assignment of duties.

★ The Jackson township board near Fremont, Ohio, has adopted rules relating to funerals. A teacher may take time off with pay only for the funerals of immediate family members. For time off for other funerals, the teacher must pay the substitute teacher.

★ Palo Alto, Calif. The board of education has gone on record as opposing state printing of textbooks. It recommends the elimination of state printing, suggests the purchase of textbooks on the open market, and urges multiple rather than single adoptions.

★ Lansing, Mich. The school board has adopted new bylaws governing organization and procedure. Under the new laws, committees will be named to serve only until their tasks are completed.

★ Minneapolis, Minn. Conservative members of the board of education have taken action to reverse a previous motion and turn down an attempt to force the board to assume the labor negotiator role. The board has rescinded action which would have let teachers union representatives negotiate salaries with the board itself.

★ Kalama, Wash. The school board has adopted a new policy governing the use of school buildings by the general public. The board encourages use of school buildings for educational, patriotic, civic, music, or social purposes when it does not conflict with school activities. The use of school buildings or facilities for private gain is not permitted.

★ Spokane, Wash. Children in the public schools are discouraged by school regulations from making gifts to teachers as a form of persuasion. Supt. John A. Shaw explained that the giving of good will and day-by-day friendship is the most satisfying gift to the recipient and the giver.

★ Daly City, Calif. The school board has adopted a new policy regarding maternity leaves for teachers. The rule requires that the leave start five months before the expected birth and continue until five months after the birth.

★ Corning, N. Y. The school board has invested a portion of the new school bonds amounting to $3,977,150 in U. S. Treasury notes, for a 91-day period, with interest averaging 2.285 per cent. The invested funds will earn $22,850 in three months' time.

★ Tucumcari, N. Mex. The school board has approved new written board policies governing the duties of the superintendent, the assistant superintendent, and principals. The policy section sets up a salary schedule for principals, to become effective in 1956.

★ East Paterson, N. J. The mayor and city council have been criticized by the school board for denouncing or discriminating against anyone who may disagree with them. Member Charles B. Kornraich attacked the city officials who had expressed criticism of Supt. Thomas A. Shaheen for failure to provide the recreation board with gymnasium facilities for basketball. The board indicated that it intends to protect its members against degrading attacks.

★ Des Moines, Iowa. The school board has refused to order architectural planning for a junior high school addition until the school administration draws up a priority schedule of building projects. The delay in starting plans is due to the desire of the board members to examine the entire plan under which the school district has its architectural work done.

★ Clinton, Iowa. The school board has rescinded a contract providing $100,000 explosion insurance coverage which had been awarded to the Employers' Liability Insurance Company. The board has decided to increase the maximum coverage on two old policies.

★ The joint high school board of West Chester, Pa., comprising 42 members, has added an assistant principal to the senior high school, and one to the junior high school, to free these principals for the educational leadership which the board feels they should give. The board has also begun the preparation of a joint board manual to help new board members to become oriented to their job.

★ Garden City, Kans. A schedule of rental rates for use of school buildings has been adopted by the school board. Fees range from a high of $100 to $3 per evening for classroom use. Auditorium rates range from $30 to $50 for daytime use, and $75 for evening use.

★ Boston, Mass. The school committee has given wage increases ranging from 82 cents to $14 a week to 691 nonteaching school employees. The increases will involve an expenditure of $78,000 a year.

PRIMARY: Average gain over former procedures, reading groups using Keystone Tachistoscopic Training, 40%.

ELEMENTARY: Gains of remedial reading classes with Keystone Tachistoscopic Training, as high as 75%.

SECONDARY: Reading, Typewriting, and Shorthand — Keystone Tachistoscopic classes 46% to 68% faster than control groups.

COLLEGE: Entering freshmen with inadequate reading abilities improved 47% to 210%.

REPORTS ON REQUEST

Thousands of Schools are **OBTAINING SUPERIOR RESULTS IN LEARNING**

with Keystone Tachisoscopic Training

Thousands of educators have learned that perceptive skill, once regarded as a talent of gifted students, may be developed rapidly in nearly all students who are given modern training.

Reading assignments are a tremendous burden for students who read at only 200 words per minute — **but this rate may be increased 50% to 75% in a few weeks of training.**

Invariably in controlled tests, the experimental groups see much FASTER, MORE ACCURATELY, and TAKE IN MORE WORDS at a glance — far outdistancing the control groups, and establishing a new principle of modern education:

It is futile to expect average learning capacity of a student whose perceptual skill is undeveloped.

No teaching procedure has ever had such unanimous approval from Research and Controlled Experimentation as has been accorded the Keystone Tachistoscopic Services. Reports on these studies will be furnished on request.

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Since 1892 — Producers of Superior Visual Aids

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have proved especially effective as aids in REMEDIAL and DEVELOPMENTAL READING, TYPEWRITING, SHORTHAND, BOOKKEEPING, CLERICAL TRAINING, MUSIC, ARITHMETIC.

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all-steel folding chairs in 10 decorator COLORS

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exclusive at no extra cost to you!

Brighten your school throughout, with Samsonite's ten new decorator colors—the greatest style advance ever achieved in all-steel folding chairs. Mixed or matched, these exciting new colors bring inviting, cheerful decorative effects to your auditoriums, classrooms, cafeterias, offices and meeting rooms. These colorful new chairs resist rust, won't peel or fleck, won't tilt or wobble and are strong enough to stand on. Posture curved backs. Quick one-finger folding. Safety-Guard hinges. Write Samsonite today for full information.

Samsonite's new colors: Gold • Aqua • Turquoise • Willow Green • Grey Brown • Terra-cotta • Metallic Grey • Green • Coral

Samsonite FOLDING CHAIRS...

YOUR SMARTEST INVESTMENT...NOW IN 10 COLORS

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FREE! COLOR CHART

Shwayder Bros., Inc., Institutional Seating Div.
Dept. AM-1, Detroit 29, Mich.

Please send me Samsonite's free new Color Chart for all-steel folding chairs.

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ORGANIZATION_____

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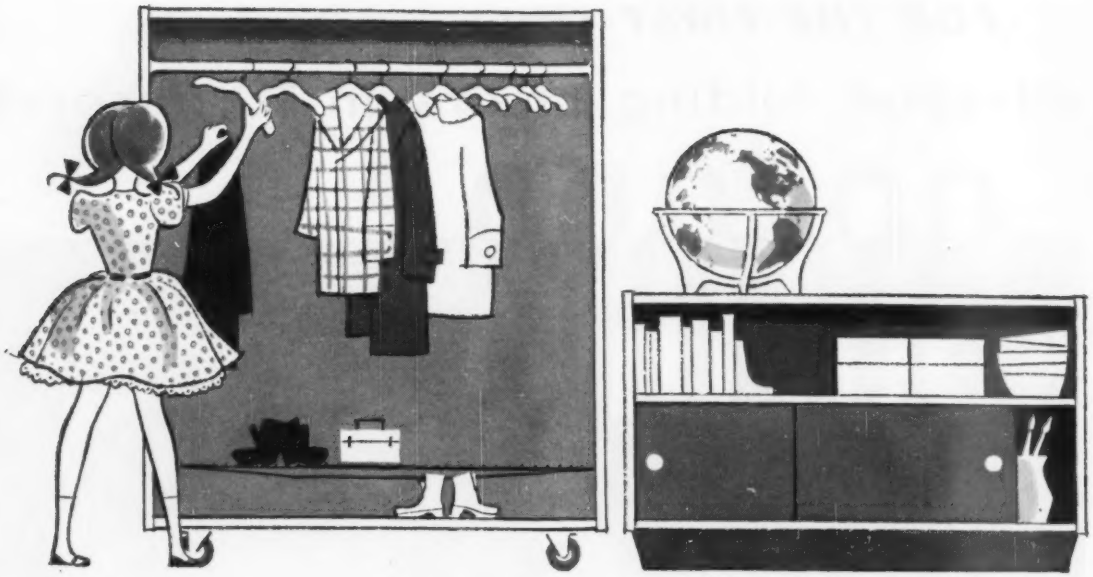

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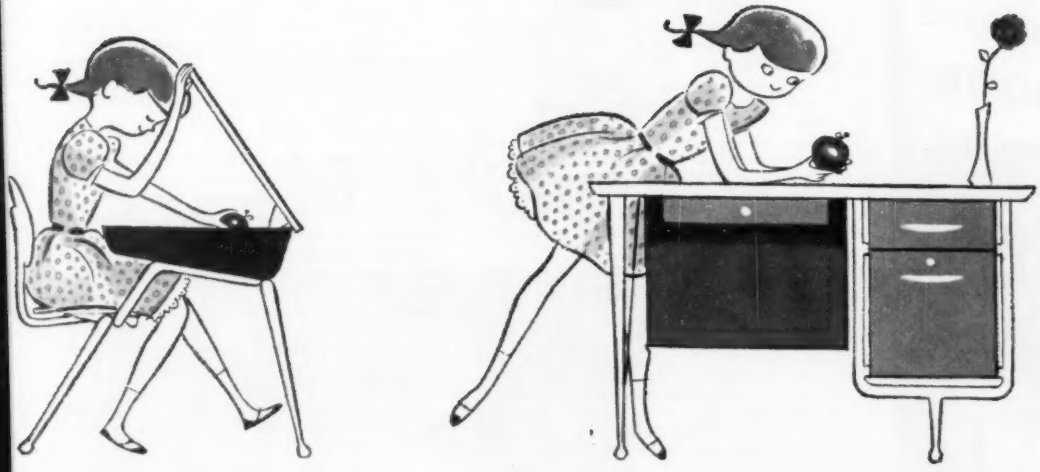
continues to set the pace! t's



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It's the furniture that *first* set the pace with a new concept of flexibility, comfort and color in the classroom . . . the line that *continues* to set the pace with a completely integrated selection of multi-purpose cabinets. Be sure to see the new additions to the Brunswick line at Atlantic City. Space 1312-1318.

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623 South Wabash Avenue, Chicago 5, Illinois

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For the Modern
Activity-Centered
CLASSROOM

WEBER COSTELLO
MODULAR-4
MULTI-UNITS

- Matching framed Hyloprest Litesite chalkboard, peg display board and corkboard in modular units — 4' x 4' and 4' x 8'.
- As easy to move and hang as a picture — mobile units to serve centers of interest.
- Boards pull out 11" at bottom, providing ideal inclined plane writing or working surface.

Send for Complete Details in Brochure BA-43.

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CHICAGO HEIGHTS, ILL.
Manufacturers of:
Chalkboard • Chalk
Erasers • Art Materials
Maps • Globes

TEACHERS' SALARIES

RAISE SALARIES

The Chicago board of education has voted an increase of $250 for the 15,000 teachers in the school system. The teachers' federation has requested an extra increase of $200, but the board has taken no further action.

The additional $250 a year means that teachers with bachelor degrees will be paid salaries ranging from $4,000 to $6,250 per year; those with master's degrees, $4,250 to $6,750; and those with master's degrees, plus 36 semester hours' credit, $4,500 to $7,250.

The 1956 school budget will be in excess of $193,000,000.

FRINGE BENEFITS

The board of education of Williamsport, Pa., has recently adopted a "fringe benefit" salary program, to cost about one-half mill in taxes. Included in the benefits to teachers are group hospitalization, surgical, medical, and life insurance on a payroll deduction basis, with 60 per cent financial participation by the district. The program was developed by a joint teacher-board committee which is continuing to study additional insurance benefits.

ASK PENSION INCREASE

The Association of Retired Teachers of New York City, on December 20, submitted a brief to the City Pension Commission, pleading for a readjustment of pensions which will enable the former instructors to live decently. It was pointed out that, while teachers in service have received a number of increases, no increases have been given to pensioners. The Association suggests supplemental pensions for all retired teachers receiving less than $1,500 a year. The minimum cost of living for retired teachers was set at $1,800.

TEACHERS' SALARIES

★ Atchison, Kans. The board of education has adopted a salary schedule for 1956, calling for starting salaries of $3,300 and longer periods of service. The initial differential between bachelor and master-degree teachers has been increased from $200 to $300, and the annual increases have been set at $200 for all teachers. Administrative personnel receive salary increases depending on their training. Elementary supervisors and high school principals receive increases of $100, and elementary principals and high school vice-principals, $50.

★ Orleans, Mass. The school committee and the teachers' association have agreed on a salary scale, which ranges from $3,400 to $8,000. The new schedule, to become effective in September, 1956, provides increases at the rate of $400 for all teachers; a normal increment of $200 a year; plus an additional increase of $200 a year for those on tenure September 1, 1956. The new schedule will raise the budget by $5,000 in 1956, and $14,000 in 1957.

★ Nahant, Mass. The school board has increased the maximum salaries of teachers by $300, and the annual increment from $100 to $150. Teachers with a bachelor's degree will receive a maximum of $4,100, and those holding a master's degree will be paid $4,200 and $4,400.

★ Zelienople, Pa. The school board of Connoquenessing Valley Joint Schools has adopted a salary schedule for 1956, calling for new maximums for teachers from $4,800 to $5,300.

★ Denver, Colo. The new 1956 budget of the school board provides a general raise of $225 a year for teachers, and $300 for supervisors and principals. It raises the minimum salary for teachers with a bachelor's degree to $3,675, and the maximum to $5,850.

★ Harwich, Mass. The school board has approved a new salary schedule. The minimums and maximums for teachers having bachelor degrees will be $3,400 and $5,800; for those holding masters' degrees, $3,700 and $6,700; for those having a master's degree and one year of study, $3,900 and $7,300; for those with doctors' degrees, $4,100 and $8,100.

★ Springfield, Mass. The school board has included an appropriation of $75,000 for salary increases of the teaching staff. The plans call for new minimum salaries and an increase in the annual increments.

★ North Adams, Mass. The school board has begun plans for a new salary schedule for nonscheduled personnel, including the superintendent, the high school principal, the supervisor of buildings, the trade school director, and the superintendent's secretary. The proposed new maximum salaries will range from $5,000 to $10,100.

★ Palmer, Mass. The school committee has made an increase of $300 in teachers' salaries, effective January 1.

★ Waltham, Mass. The school board has approved salary increases of $300 for teachers, nurses, doctors, clerks, custodians, and matrons. The annual cost of the increases will reach $100,000.

★ Chatham, Mass. The school committee has adopted a salary schedule for 1956, which establishes a $3,600 annual minimum above the state average. Teachers holding a bachelor's degree will receive a minimum of $3,600, and those with a master's degree, $3,900.

★ Seekonk, Mass. The school board has adopted a salary schedule, giving $400 increases in minimum and maximum teacher pay brackets. It sets a $3,200 minimum and a $4,300 maximum.

★ Lynnfield, Mass. A new revised salary schedule sets a minimum of $3,300 for teachers with a bachelor's degree, and $3,500 for those holding a master's degree.

★ Somersworth, N. H. A new salary schedule sets the minimum salary at $3,000, and the maximum at $4,200 for teachers holding degrees.

★ Falmouth, Mass. A new salary schedule raises the salary for each teacher by $500 per year. Teachers with a bachelor's degree will receive a minimum of $3,500, those with a B.A. plus 30 hours, $3,600; those with a master's degree, $3,800; and those with a master's plus 30 hours, $3,800.

★ Dedham, Mass. The school committee has adopted a salary schedule giving a minimum of $3,200 to teachers beginning their service. Annual increases of $150 will be paid until a maximum of $5,000 is reached.

★ Bourne, Mass. The school board has adopted a new salary schedule for 1956, provides annual increments which are not automatic, but which will be allocated according to (1) satisfactory service, (2) co-operation with staff members and supervisors, (3) evidence of desire to improve teaching, and (4) efforts to keep abreast of modern developments in teaching methods.

★ Weymouth, Mass. The new teachers' salary schedule for 1956 calls for an increase of $200 in the minimum salary, and $250 in the maximum, with 12 increments of $150 up to the maximum, to be paid if the teacher has taken an advanced course in each of the four 3-year periods. The schedule provides a $100 increase to be paid after 20 years' service to teachers with a degree, and after 25 years' service to teachers without a degree.

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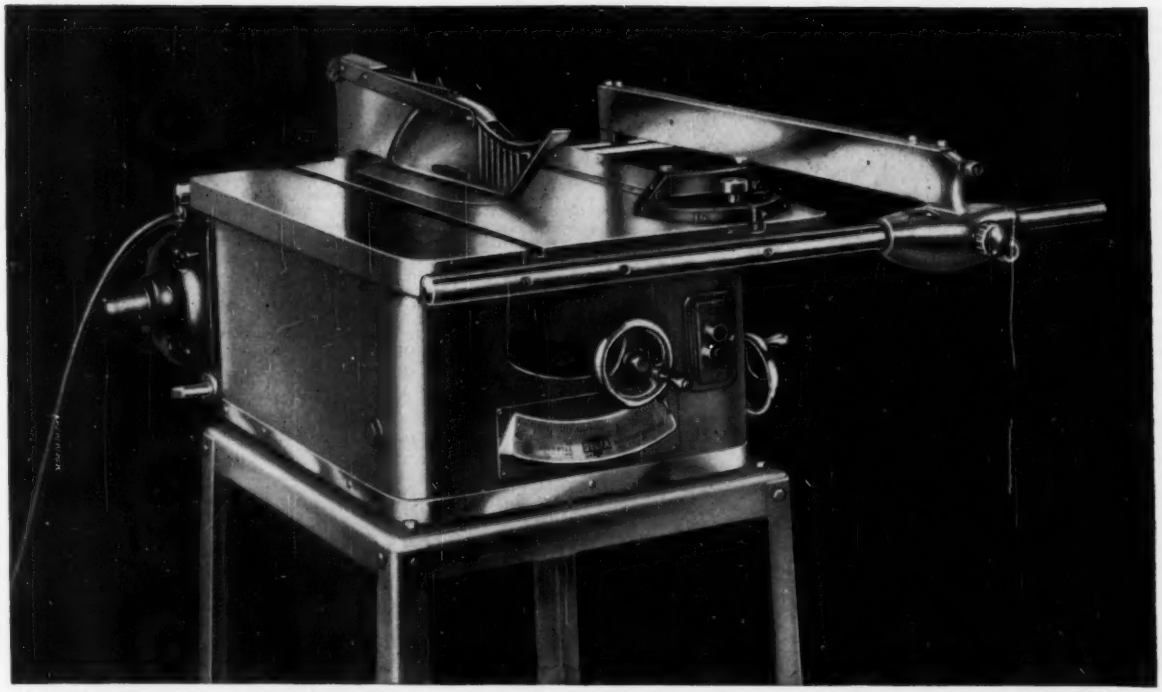

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SCHOOL BUSINESS PUBLICATIONS

Advance Estimates of Elementary and Secondary Schools, 1955–1956

Paper, 24 pp. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

A summary of a series of estimates based upon information supplied by state departments of education and education associations. It contains data on the basic administrative units, the instructional staff, the number of emergency teachers, type and location of teacher shortage, type of teacher, teachers' salaries, pupil enrollments, revenues and expenditures, building shortage, and additional classrooms needed. The outlook for 1955–56 is unfavorable, due to (1) the insufficient supply of qualified teachers, (2) the accelerated growth in pupil enrollments, and the shortages in buildings and teachers. The shortages of buildings and teachers, especially in the elementary schools, are producing serious problems at the secondary school level.

Clerical and Custodial Staff in Secondary Day Schools

Compiled by Ellsworth Tompkins and Mabel C. Rice. Paper, 83 pp., 55 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

This bulletin which seeks to acquaint the educational profession and laymen with the current numerical status of clerical and custodial staffs in high schools, contains data on current practice in assignment of clerks and custodians by size of school, type of school, and size of place. It includes data on the number of secondary day schools enrolling 500 or more pupils, the clerical staff members in secondary schools, and the custodial staff members.

Long-Range School Building Program, Wayland, Mass.

Paper, 51 pp. Engelhardt, Engelhardt and Leggett, Educational Consultants, New York, N. Y.

This searching study recommends only a new high school building, the gradual remodeling of the old high school, the improvement of three elementary schools, and site additions. A common-sense program that will raise the educational service of the school to a higher level at minimum cost.

Janie Learns to Read

Paper, 40 pp., 50 cents. National Public School Relations Association, Washington 6, D. C.

A handbook for parents and an explanation and defense of present teaching methods.

Music in Education

Cloth, 335 pp., $3. Columbia University Press, New York 27, N. Y.

This report of papers read before the UNESCO conference, held in Brussels in June-July, 1955, reflects the hopeless differences in fundamental ideas held by spokesmen for various countries. The section on the programs and methods is informational.

Federal Aid to Education

Compiled by Earl B. Steele. Paper, 8 pp., U. S. Chamber of Commerce, Washington 6, D. C.

Contains an objective, pro-and-con analysis on the question of federal aid to education. Includes some proposals for federal aid to education and cites the arguments of those favoring and those against federal aid.

Dictionary of American Literature

Edited by Robert Richards. Cloth, 253 pp., 25 illustrations, $3. Philosophical Library, New York, N. Y.

This book is devoted largely to the more recent writers considered to have literary stature. It outlines the late literary movements and seeks to evaluate both men and their works. It would be interesting to know how much of our vast book output of the forties and fifties, so indiscriminatingly praised here, will be remembered after 25 or 30 years. Not much, we think.

Function and Status of School Superintendents

Prepared by Lester S. Richardson. Paper, 55 pp., $1. Gulf School Research Development Association, Houston 4, Tex.

This report of a survey of more than one hundred well-organized school districts relates to the effect of school district characteristics, particularly size and wealth, on the alignment of administrative functions. Part I contains data on the status of superintendents as compared with the size of schools, and Part II, the function of the superintendent as related to school size and school wealth. A check list of administrative practices is included. The report declares that the wealth of a district has little effect on the professional status and freedom of the superintendent. The main effect is the inclination to employ more help for special services in the wealthier communities.

Teacher Supply and Demand, 1954–55

Paper, 36 pp., 50 cents. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

The third in a series of research studies offers a basis for concise counseling of students, both graduate and undergraduate, who are interested or may become interested in college and university teaching. It provides information regarding the number and kind of opportunities open to persons outside of full-time college teachers; the total number of teaching positions in the main fields of instruction; and the types of institutions open to candidates at the various levels of preparation. High schools must continue the improvement of their standards and must gear their salary schedules to the professional improvement of the teacher, the study concludes.

Financial Data, Los Angeles School Districts, 1955–56

Compiled by Dr. Harry M. Howell. Paper, 41 pp. Los Angeles City Schools, 450 North Grand Ave., Los Angeles 12, Calif.

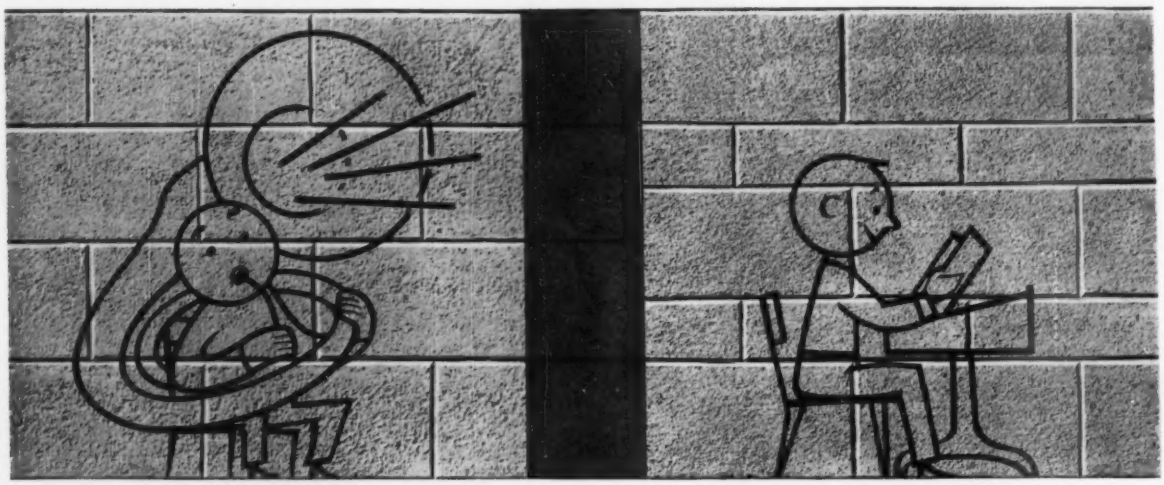
An annual booklet of financial data for the Los Angeles city schools, including assessed valuations, average daily attendance, bonds, the school budget, expenditure classifications, housing facilities, income, per capita costs, school property, salary schedules, state support, tax rates, taxes, and valuation of school property.

More Publicity for Your School

Jim Newton. Paper, 28 pp., $1. Creative Publishing House, Oxford, Ohio.

A practical approach to rules, do's and don'ts and ideas for a better publicity program for the school. Includes samples of forms for publicity releases.

(Concluded on page 86)



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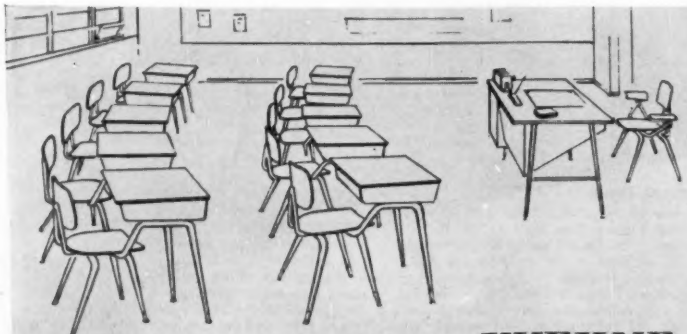

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Salaries Paid School Administrators and Supervisory Officers, 1954–55

Paper, 32 pp., $5. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washinton 6, D. C.

A report on a survey of salaries paid administrative and supervisory officers in 367 urban school districts 30,000 to 100,000 population. The report lists the present salaries of accountants, administrative assistants, assistant business managers, auditors, business managers, deputy and assistant superintendents, directors, assistant directors, and assistant supervisors, purchasing officers, and miscellaneous officers in business administration, general administration, special services, and maintenance and construction officers.

Critical Experiences of the Superintendency

By H. B. Jestin. Paper, 50 pp. The Cooperative Program in Educational Administration, State Department of Education, Hartford.

This bulletin reports on the critical experiences which superintendents of schools have during the early years of their experience. School authorities and others will find the booklet a casebook and guide to the evaluation of the content and experiences of training programs. Beginning superintendents will find it helpful in outlining the critical experiences which they may encounter in their service.

Children's Body Measurements for Planning & Equipping Schools

Paper, 114 pp., 50 cents. Office of Education, Washington 25, D. C.

For use by school officials engaged in planning and equipping schools, this presentation offers "current information on the body measurements of children in working conditions which are characteristic of the varied learning experiences" engaged in by today's pupils.

The Courts and the Public Schools

By Newton Edwards. Cloth, 622 pp., $10. The University of Chicago Press, Chicago 37, Ill.

This is a complete revision of a comprehensive book first published in 1933. Its purpose it to make clear the fundamental principles underlying the legal relations of the state and local community to the schools, and to systematize in the thinking of school administrators the principles of the case and common law which apply to the vast number of daily problems of school organization and administration. The new materials reflect the changes in the attitudes of the courts on problems of school district and local organization, instructional services, teachers' tenure, transportation, and other aspects of schoolwork growing out of new legislation and the generally more liberal interpretation of school laws. There is an absence of the cold judicial balance which characterizes most law books and which lawyers and citizens seek in judging the legality of school procedures and problems. The school administrator and the school board need this standpoint as the basis of safe and sound work.

Architects' Detail Sheets

Edited by Edward D. Mills. Cloth, 228 pp., $12. The Philosophical Library, New York 16, N. Y.

This collection of 96 selected sheets of architectural details appeared originally in the *Architect and Building News* of London, England. It represents some of the finest modern work done in Great Britain and the United States and reflects the best trends in contemporary design, the logical use of new materials, and sound construction. The book is a genuine inspiration for approaching problems of school planning and construction from the functional standpoint, for constantly developing new ideas, in a word for doing a steadily better job.

Public Education in the South Today and Tomorrow

Edited by Ernst W. Swanson and John A. Griffin. Cloth, 137 pp., $5. University of North Carolina Press, Chapel Hill, N. C.

This handbook of statistics related to the South's educational problems shows that in the ages between 14 and 19, a difference of one year separated the South from the North and West for the white males and a little less for the females. The southern deficiency is larger among the older segment of the 14–19 group. The nonwhite differences in the nation are minor for the 5–13 age group. At 14 and 15, the nonwhite males were 1.5 years behind the white group, and the nonwhite females were 1.1 years behind. The 18–19 year old nonwhite males had 2.8 years less schooling than the white, and the nonwhite females, 2.2 years less than the white. The differential between Southern nonwhite and Southern white at 18 and 19 is 2.7 years for male, and 2.0 for females. There appears to be a racial handicap among the nonwhite school population.

Public School Building Needs in Indian Hill, Ohio, Exempted Village School District

By John H. Herrick, M. J. Conrad, A. E. Wohlers, Vergil Ort, Marius Garofalo. Paper, 84 pp. The Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This survey of school building needs of Indian Hill, Ohio, recommends immediate construction of one new elementary school and renovation of two others, a future shift to a K6-3-3 pattern (to replace the existing K6-6 pattern), flexibility of attendance unit lines, and a realization by the board of adult needs in new and future remodeled schools. The immediate cost, $818,000.

City Government Finances in 1954

Compiled under the direction of Robert F. Drury. Paper, 167 pp., $1. U. S. Government Printing Office, Washington 25, D. C.

A report of a study of city finances in 481 cities with more than 25,000 inhabitants in 1950. The report shows that the total revenue of cities with 25,000 or more inhabitants reached a record level of $7,533 million in 1954, or 6 per cent more than in 1953. General revenue, excluding utility and employee-retirement amounts, was $5,968 million, or 5 per cent more than the 1953 amount. The city expenditure of $7,856 million in 1954 was 8 per cent more than in 1953.

Federal Aid to Education — Boon or Bane?

By Roger A. Freeman. Paper, 53 pp. American Enterprise Association, Inc., Washington, D. C.

In this study, Mr. Freeman discusses several basic issues involved in the question of federal aid to education. He finds the critical question to be one of control — whether federal aid to education also spells federal control of education. He holds that a good case can be made for federal aid to the low-income states, and to these alone. He analyzes carefully such important issues as the school needs of the next decade, the extent of teacher shortage, and the inadequacies of school building surveys.

How Do School Boards Function?

By Bascom B. Hayes and Donald G. Nugent. Paper, 60 pp. University of Texas, Austin, Tex.

A report of a study made by a Texas Committee of Ten concerning school boards. The study was limited to 160 boards, located in 124 of the state's counties. The report aims, not to point out the weaknesses of boards and superintendents, but their strengths, to help them to recognize their weaknesses, and to point the way to self-improvement. Some of the topics discussed are the conduct of board meetings, the preparation of written policies, relationship between the board and the superintendent, and meeting the challenge of improved educational programs.

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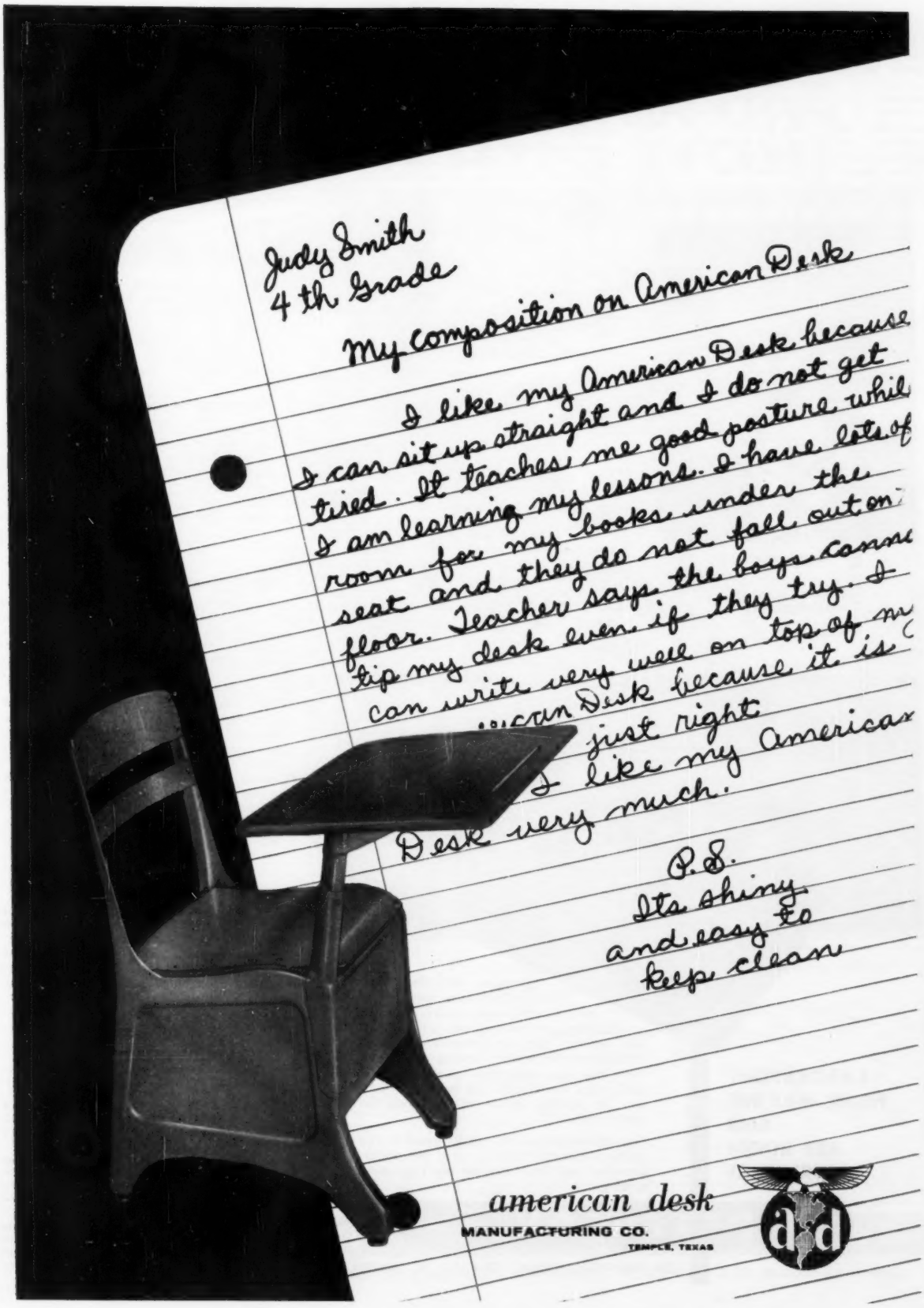
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HICKEY AASA PRESIDENT-ELECT

Philip J. Hickey, superintendent of instruction for the St. Louis, Mo., schools, has been elected president-elect of the American Association of School Administrators. Other candidates for the presidency were Omer Carmichael, superintendent of schools at Louisville, Ky., and present AASA vice-president, and C. C. Trillingham, county superintendent of schools, Los Angeles, Calif.

Also chosen by a nationwide mail ballot among the 10,000 members of the AASA in December of 1955 were Natt B. Burbank

Dr. Philip J. Hickey

for a four year term on the AASA Executive Committee, and Clyde Parker for vice-president.

Dr. Hickey as president-elect will serve a one-year term (beginning March 15, 1956) before succeeding to the presidency. He will then be president of the association from March 15, 1957, to March 15, 1958. Having served as St. Louis superintendent since 1942 and in various other capacities in that school system since 1923, Dr. Hickey was 1953 vice-president of the AASA and a member of its executive committee, as well as a previous member of the NEA Legislative Committee and past president of the Missouri State Teachers Association and the Missouri Association of School Administrators.

Dr. Parker has been a member of the AASA executive committee since 1953. Superintendent of schools at Cedar Rapids since 1946, he has also served in that capacity at Moline, Ill., and Washington, Ind. Dr. Parker is a past president of the Iowa Association of School Administrators. Dr. Burbank is superintendent of schools at Boulder, Colo.

LARGE AASA ATTENDANCE

More than 18,000 school administrators and other educational leaders from all parts of the United States are expected to attend the 81st Annual AASA convention at Atlantic City, N. J.

For four days, February 18–23, convention participants will hear the nation's top educators, statesmen, and business leaders discuss pertinent issues, and study some of the critical issues facing education today in a series of clinics and workshop meetings.

Lois Corbeil, first woman president of the Associated Exhibitors of the National Education Association and special promotions of the A. B. Dick Company, will present the American Educational Award for 1956 to Edward M. Tuttle, executive secretary of the National School Boards Association. Howard D. Morrison, superintendent of schools in Hamilton Township, N. J., will be the chairman of the AASA Audit Committee.

Lois Corbeil

Howard D. Morrison

More than 30 other national organizations will hold meetings in conjunction with the AASA convention. Groups like the NEA Department of Rural Educators, who will hold their annual meeting February 20, will be among the joint convenees.

INTERNATIONAL CONFERENCE

The first International Conference on Educational Research, sponsored by the American Education Research Association and supported from a grant by UNESCO, will be held in Atlantic City, N. J., February 13–21. Ten foreign educational experts have been invited to confer with 10 American specialists to explore ways for increasing international cooperation in the field of educational research.

SCHOOL MANDATE IN VIRGINIA

Terming the Virginia voters' overwhelming approval for state constitution changes which would allow public funds for private schooling "a mandate," Gov. Thomas B. Stanley has asked the Virginia legislature for very prompt action to follow through on this first step of an anti-integrated school program.

The constitutional change is intended to permit public grants for private schools which would be used by all children refusing to attend integrated schools or those living in localities that may abandon public schools if integration becomes compulsory. Stanley termed this amendment "essential if we are to avoid forced integration in our schools and if we are to be in position to maintain educational opportunities for children in all sections of Virginia."

BOND MARKET IN 1956

A reasonable balance of supply and demand factors and a stable price structure seem to be in store for the bond market in 1956.

The Halsey-Stuart Investment House said the growth of investment funds of major long-term investors will likely offset the supply of new long-term financing seeking accommodation in the market.

COMING CONVENTIONS

Feb. 16–18. National School Boards Association, Chalfonte Hotel, Atlantic City, N. J. President: O. H. Robert, Jr., Citizens National Bank Bldg., Evansville 8, Ind. Secretary: Edward M. Tuttle, 450 E. Ohio St., Chicago 11, Ill. Exhibit Chairman: Dr. Marian A. McGhehey, Indiana University, Bloomington, Ind. 1500.

Mar. 15–17. Idaho School Trustees Association, University of Idaho, Moscow, Idaho. President: Mrs. John Walters, 1711 N. 21st St., Boise, Idaho. Secretary: J. C. Eddy, 112 N. Garden, Boise, Idaho. 200.

Mar. 24–25. Wisconsin Association of School Boards, Schroeder Hotel, Milwaukee, Wis. President: William Milne, Philips, Wis. Secretary: George Tipler, Route 5, Oshkosh, Wis. Exhibit Chairman: Paul C. Baumann, 814 S. 37th St., Milwaukee, Wis. 600–800.

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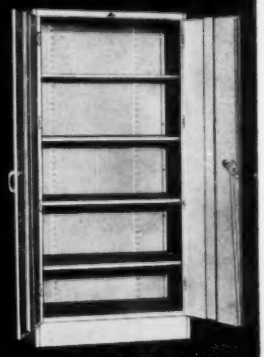
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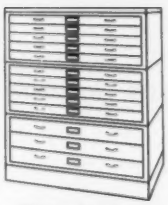
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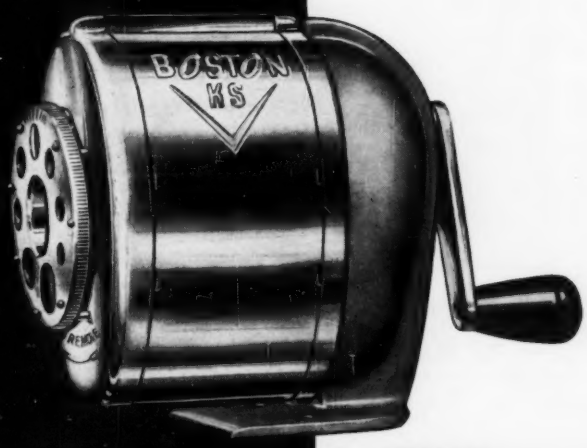

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Exceptional features—in addition to Boston Speed Cutters and Boston Stop—are heavy-duty double bearing for long-term sharpening accuracy, and easy-locking stainless steel receptacle. Screw-holes are recessed and invisible in upright position. Specify Boston Ranger for heavy duty school performance—guaranteed one year.

SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of November, 1955, permanent school bonds for school construction purposes were sold in the amount of $213,093,154. The largest sales were made in:

California	$33,967,000	Missouri	$ 7,035,000
Connecticut	4,270,000	New Jersey	4,711,000
Illinois	10,013,000	New York	69,726,000
Iowa	2,164,000	North Carolina	1,818,000
Massachusetts	3,680,000	Oklahoma	6,198,000
Michigan	11,810,000	Pennsylvania	1,631,000
Minnesota	5,668,000	Texas	38,569,000

As of December 22, 1955, the average yield of 20 bonds was 2.58%.

SCHOOL CONSTRUCTION

During the month of December, 1955, contracts were let in 11 Western states, for 54 new school buildings, to cost $27,253,593. Additional projects, numbering 119 schools, were reported in preliminary stages, to cost an estimated $97,181,239.

During the month of December, 1955, contracts were let, in 37 states east of the Rocky Mountains, for the erection of 589 school buildings, at a total contract valuation of $237,421,000.

PROPOSE HUGE BOND ISSUE

The Fairfax county board of education, Fairfax, Va., has announced a bond campaign to obtain approval of a $22,000,000 bond issue for new school construction. The program includes (1) improvements to school sites, $262,000; (2) acquisition of 18 or 19 school sites, $567,000; (3) purchase of 18 additional sites, $621,000; (4) cost of 17 elementary schools, 3 new high schools, and additions to 34 schools, $19,550,000. The new facilities are needed to meet a large increase in enrollment. It is shown that the enrollment has more than doubled in the 5-year period between 1950 and 1955, and that by September, 1960, it will have reached a total of 47,500.

ERIE BOND ELECTION

The people of Erie, Pa., overwhelmingly approved a November school bond issue of $4,750,000. The money will be used to build a technical high school, an elementary school, and to modernize more than two dozen existing buildings.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	*Date*	*Latest Figure*	*Previous Mo.*
School Building Construction[1]	Dec., 1955	$237,421,000	$143,392,000
School Building Construction[2]	Dec., 1955	$ 27,253,593	$ 14,959,546
Total School Bond Sales[3]	Nov., 1955	$213,093,154	$130,082,036
Latest Price, Twenty Bonds[3]	Dec. 22, 1955	2.58%	2.52%
New Construction Expenditures[4]	Nov., 1955	$245,000,000	$257,000,000
Construction Cost Index[5]	Dec., 1955	619	619
Educational Building, Valuation[4]	Sept., 1955	$108,700,000	$106,400,000
Wholesale Price Index[6]	Jan., 1956	111.5	110.0
U. S. Consumer's Prices[6]	Nov., 1955	115	114.9
Population of the U. S.[7]	Nov. 1, 1955	166,280,000	165,284,000

*Compiled January 9, 1956.
[1]Dodge figure for 37 states east of Rocky Mts.
[2]11 states west of Rocky Mts.
[3]Bond Buyer.
[4]Joint estimate, Depts. of Commerce and Labor.
[5]American Appraisal Co., Milwaukee.
[6]U. S. Dept. of Labor.
[7]U. S. Dept. of Commerce.

RISE IN SCHOOL FUNDS

A $700,000 increase in school operating funds has been proposed at Yonkers, N. Y., by City Manager Charles L. Curran in his budget request for 1956. It would raise the school appropriation to $6,431,000, as against $7,270,950 asked by the school board.

The city had been warned that it must improve the school conditions or suffer a loss in state aid funds. Dr. Kenneth D. Johnson, dean of the New York School of Social Work, Columbia University, declared that Yonkers' current cut-rate price on public education is an indictment not only against the community but against the Empire State. The charge was made at a rally sponsored by the Citizens Committee for Improving the Schools.

★ The board of education of Newark, N. J., has employed the Durvey Institute of New York to make a study of the business operations of the school system. The survey which will take four months, is intended to eliminate duplication and overlapping of effort which may be revealed. The study will investigate fiscal management, personnel management, plant operation and maintenance, purchasing systems, operating systems, and physical facilities.

★ Beaumont, Tex. The tax office of the school district has completed a survey and revision of the tax system so that each piece of taxable property will bear its equitable load in financing the schools. The assessed valuations were increased from $115,000,000 to $150,000,000.

★ Voters of Omaha, Neb., have approved a $20 million bond issue to finance new school construction. The building program calls for five junior high schools, the conversion of four grade schools into junior highs, and additions to five senior high schools and 18 grade schools.

SCHOOL BONDS

★ Aldine, Tex. Voters approved $3,500,000 bonds.

★ Omaha, Neb. A $20,000,000 school bond issue has been approved.

★ Citizens of Caldwell County, N. C., approved $2,000,000 in bonds.

★ Wayne County, N. C., voters approved $2,211,000 in bonds.

★ Odessa, Tex. Voters approved $2.8 million in school bonds.

★ Corpus Christi, Tex. The board of education has voted to sell $2.5 million in school bonds to the state board of education at 3 per cent interest.

★ Waco, Tex. Voters approved a $3,000,000 bond issue for school construction purposes. The board plans to build 122 new classrooms.

★ Manitou Springs, Colo. Plans have been started for a new high school, to cost $350,000.

★ Philadelphia, Pa. Approved $79,000,000, an increase of $4,200,000 over last year.

★ Des Moines, Iowa. Voters approved a $8,165,000 school bond issue. They also approved a 3-year extension of the 2½-mill schoolhouse tax.

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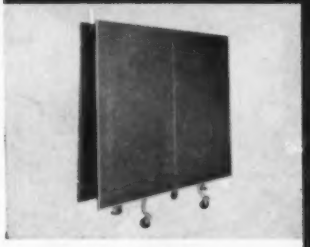

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SICO *Tuck-A-Way*, designed for more flexible use of space, greater convenience and long, hard service. Tuck-A-Way carries a 10 year, written guarantee. Regulation, quality plywood top mounted on *arc welded* structural steel frame; casters are 3 inch, hard rubber.

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- **Saves Frequent Scrubbings**
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  Safe for any surface.
- **Fire-Safe, Too**
  Will not freeze—yet has no flash point. No fire hazard in use. No spontaneous combustion of mop or dressing in storage.
- **Keeps Your Floor Slip-Safe**
  Keeps a safe floor safe—does not affect the non-slip properties of your floor.
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  Super HIL-SWEEP evaporates very slowly; stays in the mop. Sweeps entire area without re-treating mop.

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SCHOOL BUILDING NEWS

NEW YORK CITY PLANS 25 SCHOOLS

The New York City board of education has announced that 25 new schools and four additions to existing buildings have been listed for construction in 1956. The new units, which will have a total enrollment capacity of 34,700 pupils, will cost $58,700,000.

The city board of estimate has allotted $199,189,710 for schools, of which $105,559,738 represents new funds for 317 school buildings and a new Institute of Technology. The program also scheduled 28 school projects for planning and site acquisition, with a view to their inclusion in the construction program for 1957 and 1958.

In addition to the $58,700,000 for construction, new funds will be allocated for the completion of schools now under construction, for partial modernization of various schools, for new play space, for a high school of industrial arts, and a new Fashion Institute.

COMPLETE ELEMENTARY SCHOOL

In March, 1955, the Sadsbury-West Brandywine joint school board, Wagontown, Pa., completed the new King's Highway elementary school. This 24-room school contains a cafeteria, a library, a health suite, an auditorium-gymnasium, kindergarten rooms, and offices, and is one of the most functional and economically constructed buildings in Eastern Pennsylvania. It was completed at a cost of less than $1,000 per pupil. The educational planning was done by Dale M. Smith, supervising principal, and the construction work was in charge of the Buchart Engineering Co., York, Pa.

PLAN FOR ALLOCATING SCHOOL FUNDS

The State Board of Education and the governor of North Carolina have approved a new formula designed to meet the most critical school building needs where they exist with $25,000,000 of state aid.

Under the plan, the first half of a $50,000,000 bond issue will be allotted to some of the smallest and poorest counties, who will receive four or five times more money per pupil than the wealthiest counties. The formula also applies to the last half of the bonds.

The allocations will be made when the building programs have cleared the state's school building department. The formula gave the largest amounts — $770,655 and $715,258 to Mecklenburg and Guilford counties. Of the first $25,000,000, $10,000,000 is to be distributed in equal parts to the 100 counties, and $15,000,000 on a per pupil basis.

SCHOOL BUILDING

★ Mexia, Tex. A new homemaking cottage, with air conditioning and temperature control, has been completed and occupied. The building contains 2400 sq. ft. of floor space.

★ Fremont, Ohio. The voters have approved a $2,900,000 bond issue for school construction purposes. The building program includes a new senior high school, an addition to one of the elementary schools, and the conversion of the present high school into a junior high school.

★ Maryville, Tenn. The public schools have been reorganized on the 6–3–3 plan. A new junior high school is under construction and will be occupied shortly.

★ Niles, Mich. The board of education has adopted a revised school building insurance plan, which more than doubles the amount of fire and extended insurance coverage on the school buildings. The new program follows an appraisal, which revealed that the replacement cost for buildings housing the junior-senior high school and grades, would be $1,801,973. Depreciated value of these buildings amounts to $1,146,078.

★ Fairmont, Minn. The board of education has taken steps to revise its insurance program so it will be covered by an amount which will be equivalent to the estimated value of the school property. The board held a conference with the schools' insurance committee. At the meeting the insurance committee explained the type of insurance now in force, and the amount of additional coverage to be obtained by changing the present type of 80 per cent coinsurance.

★ Union City, Pa. The board of education has been engaged in the construction of a new high school building.

★ Vandergrift, Pa. The school board has completed the installation of new science rooms in the high school. The physics, biology, and general science laboratories were completely remodeled and painted, new tile floors laid, and new furniture and equipment installed, at a total cost of $25,000.

The board also provided new administrative offices in one of the grade schools. The rooms were redecorated, tile floors laid, window drapes installed, and new furniture provided.

★ York, Pa. The West York Boro school trustees have purchased a 20-acre site for a junior-senior high school building, to accommodate 1300 students. An architect has been employed to prepare plans and specifications.

★ Jefferson, S. C. The board of education has let contracts for a new elementary school. Plans are being made for a cafetorium for the high school.

★ Bamberg, S. C. The board of education has expended $450,000 for new Negro schools, and has under way an elementary school for white pupils, to cost about $225,000. The board has earmarked an additional three mills for additions and new structures.

★ Tamaqua, Pa. The board of education has launched a building program at the senior high school. The proposed three-story structure will include industrial-arts rooms, a chemistry-physics laboratory, a home-economics department, an auditorium, and an enlarged gymnasium, at an estimated cost of $360,000.

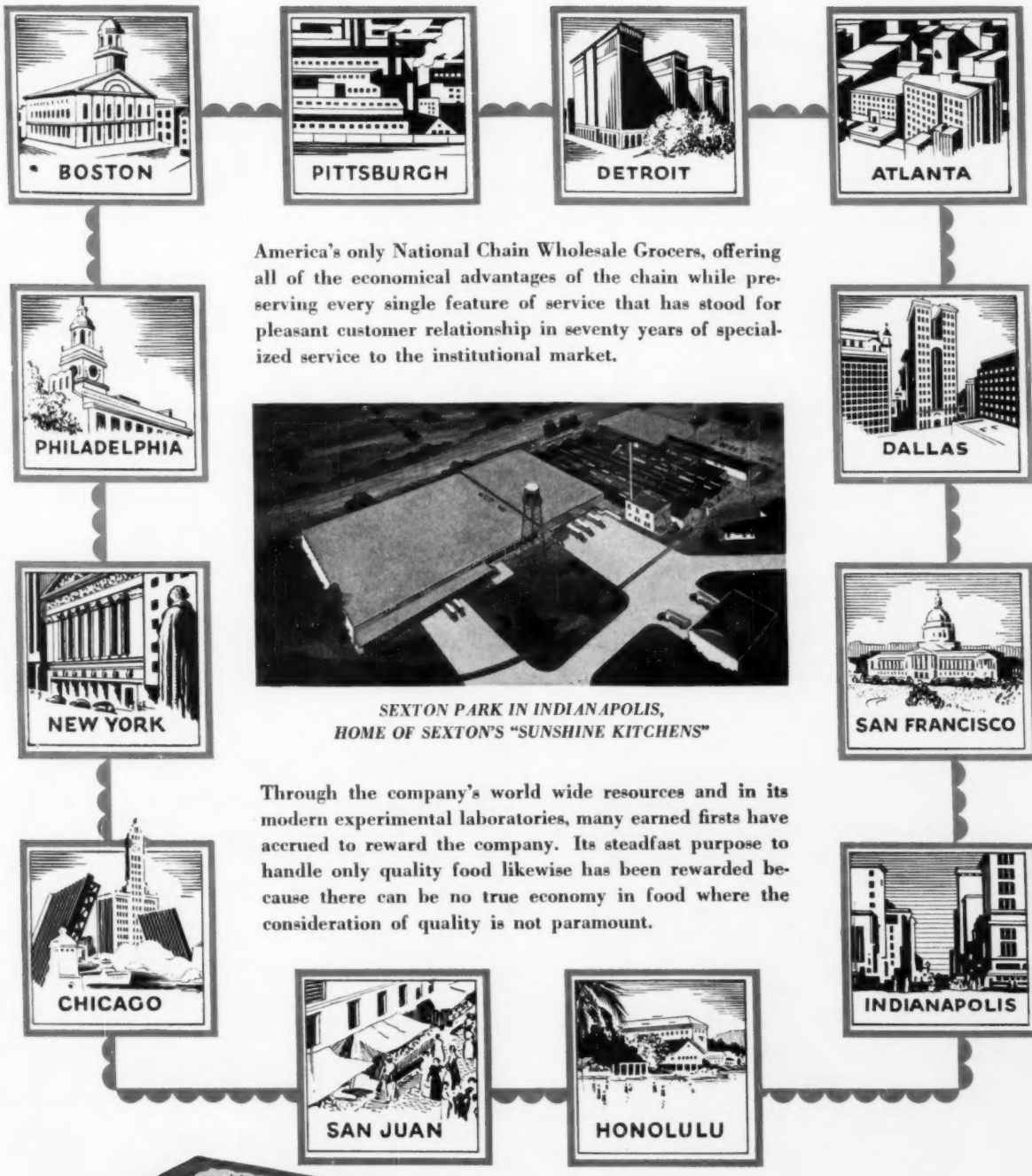
★ Warren, R. I. The school board has created a building committee of ten, members which is engaged on plans for a high school building. The money has been appropriated and an architect has been selected to prepare plans and specifications. The building to be erected during the coming summer, will cost $900,000.

★ Zelienople, Pa. The Connoquenessing Valley school board has begun plans for a 26-room elementary school, to include kindergartens, offices, activity rooms, and cafeteria. Construction work will start early in 1956.

★ Spring Grove, Pa. The school board has two new buildings under construction — an 8-room elementary school, and an addition to the junior high school. The present elementary school will be converted into a junior high school when the new building is completed.

★ Connersville, Ind. The school board has appropriated $128,000 for a site for an addition to the senior high school, and $72,000 for equipping the new Eastview elementary school. This is in addition to $933,390 appropriated for school operating expenses in 1956.

★ Clinton, Iowa. The school board has ordered an additional explosion insurance policy of $100,000 placed on all city school buildings.



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TEACHER SUPPLY AND DEMAND

(Concluded from page 27)

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PERSONAL NEWS OF SCHOOL OFFICIALS

PERSONAL NEWS OF SCHOOL BOARDS

★ H. Bert Shaw has been re-elected president of the board at Pottstown, Pa.

★ Leon Obermayer is the new president of the board of Philadelphia, Pa.

★ J. Garfield Houston has been re-elected president of the board at Pittsburgh, Pa.

★ A. M. Boggs, of Brady, Mont., has been elected president of the Montana School Boards Association.

★ Robert Lee Scarborough has been re-elected president of the Richland County school board at Eastover, S. C.

★ Benjamin G. McFate has been elected president of the board at Oil City, Pa.

★ Frank Marsh has been re-elected president of the board at Altoona, Pa. A new member of the board is Ernest Dejaiffe.

★ Charles Moderwell, 87, president of the Chicago board of education from 1923 to 1925, and for many years a member of the board, died on December 20.

★ H. C. Marble is the new secretary of the school board at Brookville, Pa.

★ Beecher Dubbs has been elected president of the board at Carlisle, Pa.

★ Dr. W. H. Lawlor has been elected president of the board at Mahanoy City, Pa.

★ Walter A. Swanger has been elected president of the board at Lebanon, Pa., for a third term.

★ James W. Williams has been re-elected president of the board at Lansdale, Pa.

★ Ray J. Kitzmiller has been re-elected president of the board at Gettysburg, Pa.

★ Dr. S. J. McGhee has been re-elected president of the board at Lock Haven, Pa. Adam S. Dickey is vice-president.

★ Richard Mitchell has been elected president at Greater Johnstown, Pa.

★ Oliver J. Smith, Jr., is the new president of the board at Lancaster, Pa.

★ Frank E. Eckert and James M. Bird were elected president and vice-president respectively at Bradford, Pa.

★ Dr. John B. Alter has been re-elected president of the board at Sharon, Pa.

★ Charles F. Kindred has been re-elected president of the board at Titusville, Pa.

★ Albert A. Sayers is the new president of the board at Waynesburg, Pa.

★ J. Walter Penman is the new president of the board at Mount Carmel, Pa.

★ Harold Blid has been elected president of the board at McKeesport, Pa. Samuel Hirshberg is vice-president.

★ William Grosser has been elected vice-president of the Kansas Association of School Boards.

★ Jack E. Cay, Jr., is the new president of the board at Savannah, Ga. Mrs. Louise des Vergers is secretary, and E. B. McCuen, treasurer.

★ Preston O. Van Ness has been re-elected as president of the board at Camp Hill, Pa. Russell T. Grim is vice-president.

★ Charles W. Whisler is the new president of the board at Harrisburg, Pa.

★ Wilbur W. Reedy is the new president of the board at Liberty, Pa.

★ Michael P. Vickers has been elected president of the board at Clairton, Pa.

★ Donald P. Jones has been re-elected president at Swarthmore, Pa.

★ Patrick J. Hamill has been elected president of the board at Braddock, Pa.

★ Lewis A. Gaul has been re-elected president at Reading, Pa.

★ Henry Dende is the new president of the board at Scranton, Pa.

★ The school board of Warren, Pa., has reorganized with Melvn G. Keller as president; W. H. Cowden as vice-president; and Charles H. Frantz, treasurer.

★ Arthur Woy has been elected president of the Everett southern joint board at Everett, Pa.

★ John Scott is the new president of the board at Slippery Rock, Pa.

★ J. Russell Guard has been elected president of the Indiana joint district board at Indiana, Pa. Merle Craig is vice-president.

★ R. C. Lantrip, of Comanche, Okla., has been elected president of the Oklahoma State School Boards Association. Mr. Lantrip has been a member of the board nine years, having served six years as president, and two years as clerk.

PERSONAL NEWS OF SUPERINTENDENTS

★ Richard Wheeler is the new superintendent of schools at Clare, Mich.

★ Fred L. Cunningham, of Crosbyton, Tex., has assumed the duties of superintendent at Hereford.

★ Glenn Mitchell has accepted the superintendency at Stockton, Kans.

★ Ralph E. Hamilton, of Cassville, Mo., has been elected principal of the H. P. Study School in Springfield.

★ Joe Nichols, Jr., has been elected acting superintendent of schools at Jefferson City, Mo.

★ Link Delong, of Glouster, Ohio, is the new superintendent at Ironton.

★ Fred H. Brockman, of Beatrice, Neb., has been appointed superintendent of buildings and grounds at Atchison, Kans.

★ Carroll P. Sherwood, business manager for three years of the school board of Camden, N. J., died December 27. He was 69 years old.

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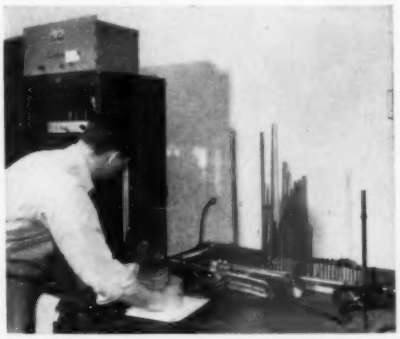

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ONE OF 3 DITTO DUPLICATORS PRICED FOR THE SCHOOL FIELD

59 New DITTO Workbooks

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An outstanding DITTO service for every grade and every subject. Each book contains daily lesson material preprinted on DITTO Master sheets, ready for making up to 300 or more copies as needed. Written by teachers—Edited by nationally recognized educators. Each $3.25. Write for titles.
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DITTO, INC., 608 S. Oakley Blvd., Chicago 12, Ill.
Gentlemen: Without obligation to me, please:
- ☐ Send literature on DITTO Duplicators.
- ☐ Arrange a DITTO demonstration for me.
- ☐ Send FREE: DITTO Workbooks Catalog and Sample Lessons.

Name_____
School_____
Address_____
City_____ County_____ State_____

News of Products for the Schools

CONTEMPORARY SCHOOL FURNITURE

Peabody Seating Co., Inc., North Manchester, Ind., recently introduced a new line of molded Fiberglass furniture that is contemporary in design but functional, rugged, and dependable. The seat unit demands correct

Solid Plastic Top

posture but affords perfect comfort. It is easily adjustable from 16½ in. to 18½ in. high. The desk can be installed as a movable or fixed unit. The fiberesin solid plastic top and Fiberglass seat units are available in three beautiful shades of green, coral, or cocoa to harmonize with modern classroom interiors.

(For Further Details Circle Index Code 0192)

NEW SOUND CONTROL CONSOLES

A new line of sound control consoles designed to simplify school sound system planning and installation has been introduced by Radio Corporation of America, Camden 2, N. J. They have manufactured three basic consoles from which many variations can be developed to suit individual needs. These three basic types are: single channel console, dual channel console, and dual channel console in single channel cabinet.

Unusual operating simplicity has been achieved in these new units. Technical skill or special training are not required to operate the consoles. Outstanding mechanical and electrical design brings all operating controls within convenient, finger-tip reach; minimizes floor space needs; and provides for extreme ease of installation and servicing.

(For Further Details Circle Index Code 0193)

NEW ROYAL PRODUCTS

Royal Typewriter Co., a division of Royal McBee Corp., recently introduced five new products, all designed to simplify and accelerate special typing operations. These products sure to be welcomed on the market are: an interchangeable type bar, an electric systems writer, a special positioning device called the Selectomagic, a special cylinder called the Royaligner, and a new decimal tab machine.

The interchangeable typebar, an exclusive Royal feature, will prove especially handy to writers, medical men, and other professionals who perform special typing operations. It is a typebar head incorporating a type face that can be removed from the base bar and replaced by another in seconds. The new electric system writer teamed up with an adding machine can handle virtually all accounting tasks for any small business. The Royaligner is helpful in jobs involving marginally-punched continuous forms. It is a special cylinder with a tractor having pins that holds the form on each at all times for fast, accurate registration. The Selectomagic designed for typing operations producing a heavy volume of punched form typing eliminates all guesswork and hand manipulation in positioning forms.

(For Further Details Circle Index Code 0194)

The 1956 Superamic school bus (above) features a new square type entrance door, safety windows and jumbo size windshield wipers. The wrap around windshield (right) gives the driver never-before-equalled vision.

1956 SUPERAMIC SCHOOL BUS

Wayne Works, Inc., Richmond, Ind., recently introduced their new 1956 superamic model school bus. Notably built for safety this model represents the latest advances in school bus manufacture. The outstanding features are its new contoured, wrap-around superamic windshield and rear windows that make possible all-round panoramic visibility. The windshield has 1852 square inches of visible glass area and is 53 per cent larger than the ordinary school bus windshield. Its low dip corners provide a much fuller scope of low level vision for the driver. The windshield wipers are extra heavy-duty vacuum-type wipers with 14-in. arms and 18-in. blades that wipe a total area of 1,038 in., 250 per cent more than the ordinary school bus windshield.

Other distinctive features of this superamic model are its wide front, its ram-jet air intakes, its Visiports, and its up-to-date interior styling. The front of the Wayne superamic is heavier constructed, weighing 270 more pounds than the front of any other known school bus. It has a patented windshield belt bar which extends 4½ in. forward of the cowl.

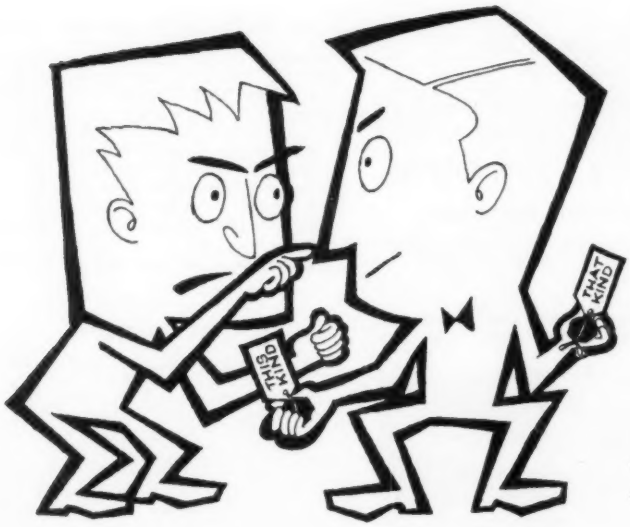
Ram-jet air intakes located on the sides directly beneath the windshield make possible a greater flow of air into the coach for better ventilation. Safety glass windows called Visiports, also located directly beneath the windshield, provide the driver with an additional 15 ft. of low-level visibility.

(For Further Details Circle Index Code 0195)

VITREOUS WARE CLEANSER

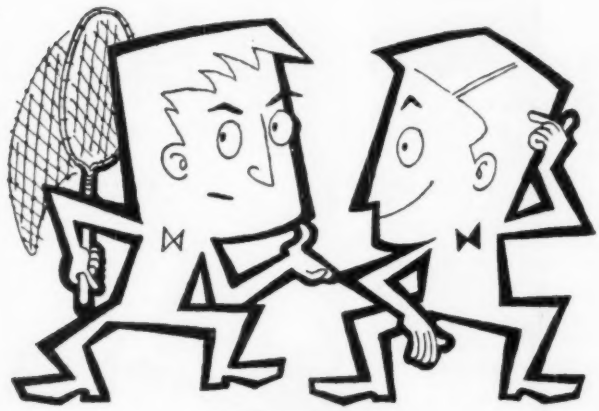
A new type liquid cleanser for vitreous ware has been developed by the J. I. Holcomb Mfg. Co., Indianapolis 7, Ind. It cleans, sanitizes, and deodorizes in one operation and is reported to possess unusual cleaning speed due to its dual cleaning action-detergent and acid. Laboratory and field tests show it to quickly remove even the toughest stains and discolorations from toilets, urinals, and other vitreous

(Continued on page 102)



What's the big idea buying several kinds of coal for our steam plants?

It's a good idea. The kind of coal that burns most economically in the old boilers isn't efficient for the new ones.



How do you know you're right?

Look at the coal bills. We are generating more steam at a lower fuel cost. You can tell from the ashes we are getting more complete combustion, and there's less clinkering.

Where did you get this idea, anyway?

From the C & O Coal Department. They convinced us that different types of burning equipment need different types of coal From the high quality coal produced on the C & O, we selected the quality and size of coal that works best in our particular installations.

P.S.

There's a lot more to buying coal than the cost per million BTU. Why not contact coal producers on the C & O to solve your particular fuel requirements, or write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake & Ohio Railway Co., Terminal Tower, Cleveland 1, Ohio, for the assistance of a C & O fuel service engineer.

Chesapeake and Ohio Railway

WORLD'S LARGEST CARRIER OF BITUMINOUS COAL

SUMMER STUDY in
EUROPE
Earn professional advancement through participation in one of our summer travel projects in the fields of Education, History, Art, Music, Sociology, Languages, Journalism, etc.
Offered by colleges and universities, these travel courses are planned to satisfy "in-service" credit requirements. Total cost, $495 up, includes everything from New York back to New York.
STUDY ABROAD
INCORPORATED
250 WEST 57th ST., NEW YORK 19, N.Y.

Monroe FOLDING BANQUET TABLES
Direct Prices & Discounts to Schools, Churches, Clubs, Lodges and All Organizations
Full line of folding chairs
MONROE TRUCKS
Transport and store your folding tables and chairs the easy, modern way with Monroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited space.
Above: Transport-Storage Truck No. TSC
Right: Transport-Storage Truck No. TS8
WRITE FOR CATALOG, PRICES AND DISCOUNTS
THE Monroe COMPANY
6 CHURCH STREET, COLFAX, IOWA

BLACKBOARDS
Slate, compo, steel, glass, etc., cork bulletin boards, cut to measure, installed by you or by ACME.
RE-SURFACING
No paint or sanding machines used. 25-year guarantee. Send for Do-It-Yourself Kit $3.50, enough for average classroom.
Acme Slate Blackboard Co.
254 — Third Street Brooklyn 15, New York

SUMMER STUDY in
EUROPE
Earn professional advancement through participation in one of our summer travel projects in the fields of Education, History, Art, Music, Sociology, Languages, Journalism, etc.
Offered by colleges and universities, these travel courses are planned to satisfy "in-service" credit requirements. Total cost, $495 up, includes everything from New York back to New York.
STUDY ABROAD
INCORPORATED
250 WEST 57th ST., NEW YORK 19, N.Y.

News of Products . . .

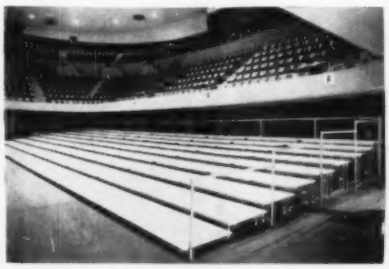
(Continued from page 100)

ware. Pleasantly scented, it is nonfuming, will not sting or smart skin and contains a special inhibitor to protect plumbing.

(For Further Details Circle Index Code 0196)

MULTI-USE FOLDING PLATFORMS

A complete new line of portable folding platforms has been announced by Midwest Folding Products, Roselle, Ill. They are sturdy platforms with a big 4 by 8-ft. top and come in heights of 8 in., 16 in., 24 in., 32 in., and 40 in., which makes them ideally adaptable



Portable Platforms

for any seating riser application. Each size folds compactly for storage. Legs are made of sturdy structural steel tubing with welded construction and are equipped with a Du-Honey 20 automatic safety lock, which assures positive locking in both the folded as well as the extended position. Tops of the platforms are made of ¾-in. plywood with an all-metal apron.

(For Further Details Circle Index Code 0197)

TUBULAR CLASSROOM SEATING

A new design and engineering motif in chair desks — tablet arm chairs and all purpose chairs for classroom use is being offered by Beckley-Cardy Co., Chicago 39, Ill. They have introduced a cantilever truss construction that assures strength with lightness and an absolute

Light-Weight Desk

self-leveling of the legs on uneven floors. An especially appealing feature of the chair is its convertibility. The desk top and/or the tablet arm are easily attached or detached so that chairs can be adapted to various uses. The lightness of the desk, due to the tubular steel legs and supports, makes it possible to readjust arrangements quickly.

(For Further Details Circle Index Code 0198)

NEW DELTACRAFT LIBRARY BOOKS

Five new books have been added to the Deltacraft Library series published by the Delta Power Tool Division, Rockwell Manufacturing Co., Pittsburgh 8, Pa. Titles of the books are: *Practical Finishing Methods, Things to Make on the Tools You Own, Projects for Outdoor Living, One Evening Projects,* and *Getting the Most Out of Your Abrasive Tools.* Each book is cloth bound and priced at 99 cents. They are distributed through franchised Delta dealers.

(For Further Details Circle Index Code 0199)

STEEL STORAGE CABINETS

Geneva Modern Kitchens, Geneva, Ill., recently introduced a completely new line of steel storage cabinets to meet the many needs of home arts teachers. A few of their new

General Storage Cabinet

specialized units are: tote tray cabinets, wardrobes, general storage cabinets, cabinets for aprons, ironing boards, implements, utensils, and refuse. Also available are cabinets for bed storage linens, lavatory, charts, and files. Each cabinet comes in various widths, heights, and in six muted colors.

(For Further Details Circle Index Code 0200)

MANUFACTURERS' NEWS

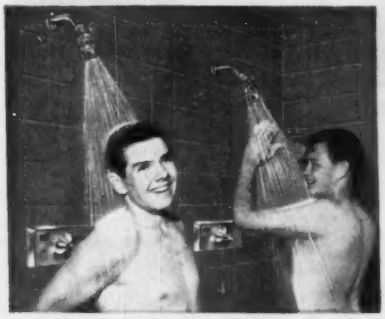
Herman W. Nelson, pioneer of modern schoolroom ventilation, died January 11 at the age of 79. He was well known to school administrators for his manufacture and promotion of a window unit for ventilating and heating individual schoolrooms. Mr. Nelson first introduced his unit ventilator idea during World War I and the idea gained acceptance so rapidly that the Univent name became generic to the field. Soon after that the Herman Nelson Corp. was founded. It still exists today but is presently a division of the American Air Filter Co., Inc., Louisville.

The Trane Co., La Crosse, Wis., manufacturers of equipment for air conditioning, heating, and ventilating, have announced that bids will be taken during early spring of 1956 for the construction of a 65,000 square foot, "L" shaped, engineering building. The building is urgently needed to provide space for the product and design departments which have outgrown their present quarters.

POWERS

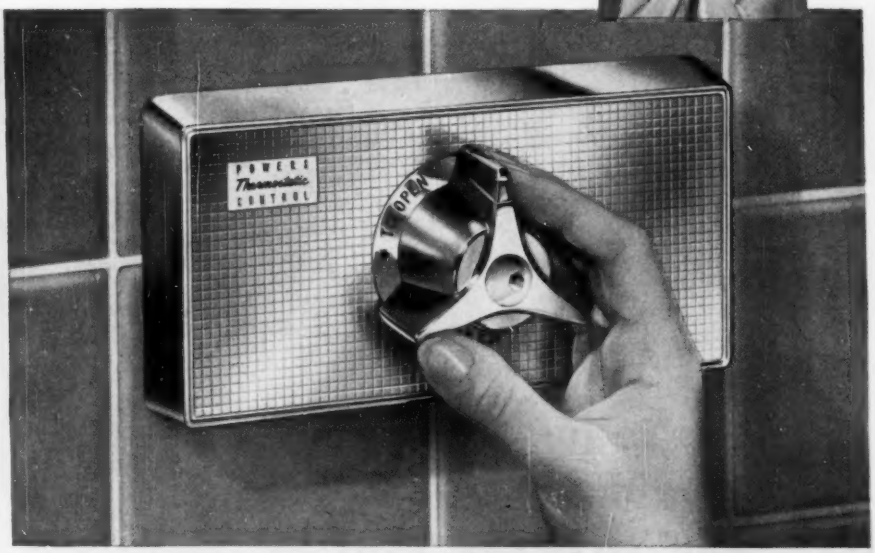
NEW Hydroguard®

Your Best Insurance for SAFE, Comfortable Showers!

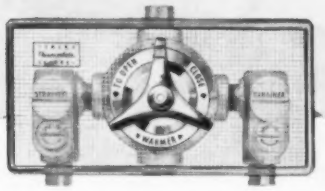


Because HYDROGUARD has a built-in *shut-off valve* none is required between it and the shower head.

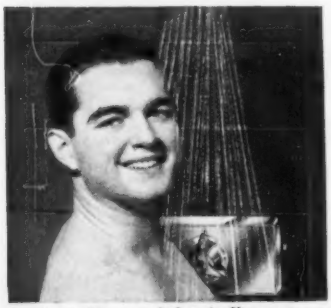
For multiple shower installations or individual shower stall HYDROGUARD is often used with shower heads having built-in *volume control.*



HYDROGUARD introduces an advanced style trend in shower control. It provides greater convenience for bathers and neater appearance. It is available for concealed piping (above) and for exposed piping.



New Triple Duty STRAINER-CHECK-STOPS concealed behind the HYDROGUARD cover, simplify piping and tile work. Walls are unmarred by protruding knobs or valve handles. With only one dial to turn instead of the usual 2 to 4 valves, there is no confusion on the part of the bather.



Don't skimp on Safety in Showers
Get POWERS SAFE SHOWER SYSTEMS data. Call your nearest Powers office.

(c53s) ® Reg. U. S. Pat. Off.

Dynamic New Design Simplifies Shower Installation

Powers HYDROGUARD Is Thermostatic. It is the finest shower control money can buy. It always maintains the shower temperature wherever the bather sets it . . . regardless of *temperature* or *pressure changes* in water supply.

Thermostatic SAFETY LIMIT Protects Bather from Scalding. It prevents flow of water to shower above 110°F. Should cold water supply fail HYDROGUARD instantly and completely shuts off hot water.

Conserves Water formerly wasted while adjusting various valves before bathing and jumping in and out of shower because of temperature changes.

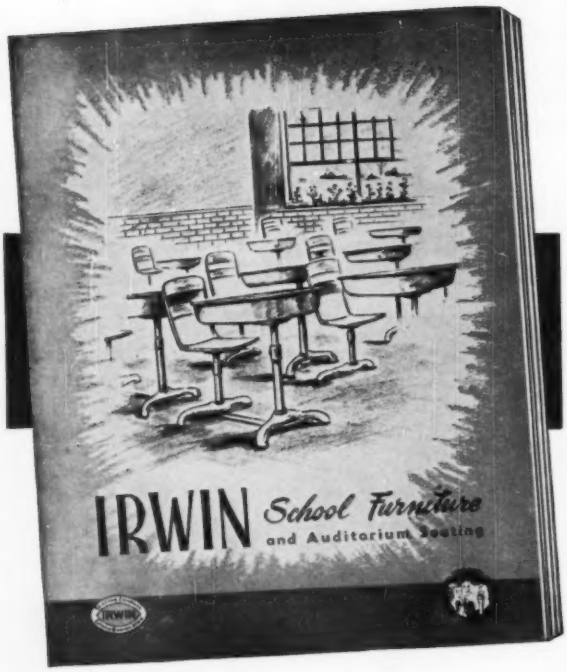
Consult Powers on Shower Planning. Call our nearest office for data on POWERS SAFE SHOWER SYSTEMS. An experienced Powers engineer will gladly help you select the best shower controls for your requirements.

For further information write for Bulletin 366

THE POWERS REGULATOR COMPANY

SKOKIE, ILLINOIS | *Offices in chief cities in U.S.A., Canada and Mexico*

65 Years of Leadership in Water Temperature Control



You're just TWO STEPS from the wisest possible solution to your SEATING PROBLEMS!

First, write for your free copy of the IRWIN catalog. You'll find it describes a complete range of versatile, practical, exceptionally well made seating for all classroom and auditorium requirements — at prices that make them very sound values.

Second, consult us on the specific seating problems which may be facing you. Our thoroughly experienced engineering staff will be happy to assist you to the very best possible solution. Why not take the first step, right now, toward making your seating budget do maximum duty, by writing for your free copy of the IRWIN catalog?

SEATING COMPANY
IRWIN
GRAND RAPIDS, MICH.

MAKE YOUR CLASSROOM DARKENING AS *portable* AS YOUR PROJECTOR

with PAKFOLD **PORTABLE DARKENING SHADES**

Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

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BOOTH G-21

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READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.		Page No.
20	**Acme Slate Blackboard Co.** ..... Blackboards. Do-it-yourself resurfacing kit.	102
21	**All-Steel Equipment, Inc.** ..... School furniture and lockers. For information use coupon page 89.	89
22	**American Desk Mfg. Co.** ..... School seating.	87
210	**Delta — Rockwell Power Tool Div.** .... New concept in classroom furniture — Coloramic Classmates.	83
24	**American Playground Device Co.** .... Playground, swimming pool and dressing room equipment.	96
25	**Bendix-Westinghouse Automotive Air Brake Co.** ..... Air brakes. Free information on school bus safety.	17
26	**Brunswick-Balke-Collender Co.** ...80 & 81 Classroom furniture.	
27	**Butler Manufacturing Company** ..... Metal buildings. For catalog use coupon page 20.	20
28	**Chesapeake and Ohio Railway** ..... Coal. Free information on full requirements.	101
29	**Conn Band Instrument (Div. C. G. Conn, Ltd.)** ..... Band instruments. Free catalog.	98
210	**Delta — Rockwell Power Tool Div.** .... 10" tilting arbor bench saw. Use coupon page 83.	83
211	**Ditto, Incorporated** ..... D-10 duplicator and magic copy control. For literature and demonstration use coupon page 99.	99
212	**Draper Shade Company, Luther O.** .. Pakfold portable darkening shades.	104
213	**Educators Manufacturing Company** ... Hardwood classroom cabinets for every storage need. Free catalog.	21
214	**Flynn Mfg. Co., Michael** ..... Lupton metal windows and curtain walls.	22
215	**Griggs Equipment Company** ..... New 789 study top desk.	75
216	**Hauserman Company, E. F.** ..... Movable interiors. For report use coupon page 12.	12
217	**Heyer Corporation, The** ..... Duplicators.	94
218	**Heywood Wakefield Co.** .....insert between 66 & 73 Heywoodite solid plastic furniture.	
219	**Hillyard Chemical Company** ..... New mop dressing for asphalt tile. Use coupon page 93.	93
229	**Holcomb Mfg. Co., J. I.** ..... Scientific cleaning materials.	97
221	**Holden Patent Book Cover Co.** ..... Protective book covers.	90
22	**Horn Division, Brunswick-Balke-Collender Co.** ..... Folding wardrobes, partitions, gymnasium seating and stages.	63
223	**Hunt Pen Co., C. Howard** ..... Boston pencil sharpeners.	91
224	**International Business Machines Corp.** Electric typewriters.	14
225	**Irwin Seating Company** ..... School furniture. Free catalog.	104
226	**Johnson Service Company** ..... Temperature controls. Air conditioning. For free folder use coupon p. 1.	1
227	**Kewaunee Mfg. Company** ..... Educational equipment.	64
228	**Keystone View Company** ..... Tachistoscopic training.	78
229	**Kuehne Manufacturing Co.** ..... School furniture.	85
230	**Libbey-Owens-Ford Glass Co.** ..... Daylight walls. For free booklet use coupon p. 11.	11
231	**Ludman Corporation** ..... Auto-lok control bar windows. For information use coupon page 15.	15

(Continued on next page)

TEAR ALONG PERFORATED LINE. POSTAGE PAID FOR CONVENIENCE.

THE AMERICAN SCHOOL BOARD JOURNAL February, 1956
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

ADVERTISING INDEX

20	25	210	215	220	225	230	235	240	245	250	255
21	26	211	216	221	226	231	236	241	246	251	256
22	27	212	217	222	227	232	237	242	247	252	257
23	28	213	218	223	228	233	238	243	248	253	258
24	29	214	219	224	229	234	239	244	249	254	259
251A											

NEWS OF PRODUCTS FOR THE SCHOOLS

0192	0193	0194	0195	0196	0197	0198	0199	0200

Also information on _____

Name _____
Please Print

Title _____ **School** _____

City _____ **Zone** _____ **State** _____

Index to School Equipment — continued

Code No.		Page No.
232	**Luria Engineering Corp.** Steel buildings.	8
233	**Medart Products, Inc., Fred** Telescopic gym seats. Write for new catalog.	24
234	**Minneapolis-Honeywell Regulator Company** Temperature controls.	6 & 7
235	**Mississippi Glass Company** Rolled figured and wired glass. Free copy "Better Daylighting for Schools." Address Dept. 14.	19
236	**Monroe Company, The** Folding banquet tables, chairs. Transport storage truck.	102
237	**National Concrete Masonry Association** Sound absorbing concrete masonry.	84
238	**Nesbitt, Inc., John J.** Classroom heating and ventilating.	4th cover
239	**Oneida Products Corporation** Safety school bus bodies.	2nd cover
240	**Owens Illinois: Kimble Glass Co. Sub.** New solar-selecting glass block. Free technical bulletin.	13
241	**Pennsylvania Slate Producers Guild** Slate chalkboards.	73
242	**Peterson & Co., Leonard** Laboratory, homemaking and art room furniture.	88
243	**Powers Regulator Co.** Temperature controls and Hydroguard for safe comfortable showers.	4 & 103
244	**Premier Engraving Company** Engravers.	104
245	**Royal Typewriter Company, Inc.** Standard, electric and portable typewriters.	18
246	**Schieber Sales Company** Folding tables and benches. Folding partitions.	9
247	**Sexton & Company, Inc., John** Institutional food.	95
248	**Shwayder Brothers, Inc.** Steel folding chairs in 10 decorator colors. For free color chart use coupon page 79.	79
249	**Sico Mfg. Co., Inc.** Tuck-a-way portable table. Free catalog.	92
250	**Sloan Valve Company** Flush valves.	2
251	**Southern California Plastering Institute** Genuine lath and plaster.	16
251A	**Study Abroad, Inc.** Travel Abroad	102
252	**Todd Shipyards Corporation** Gas or oil burners.	96
253	**Trisco Weatherproofing Company** Weatherproofing. Free survey estimate.	86
254	**U. S. Plywood Corp.** Magnetic chalkboard. For booklet use coupon p. 76.	76
255	**United States Steel Corp. (Cyclone Fence)** Fences. For complete information use coupon page 10.	10
256	**Universal Bleacher Company** Roll-a-Way bleachers. Free catalog.	65
257	**Upright Scaffolds** Scaffold on wheels. Write for descriptive literature.	77
258	**Wayne Iron Works** Rolling gymstands. Write for catalog R-55.	3rd cover
259	**Weber Costello Company** Modular-4 multi-units. Send for brochure BA-43 for complete details.	82

NEWS OF PRODUCTS FOR THE SCHOOLS

0192	**Peabody Seating Co., Inc.** School Furniture	100
0193	**Radio Corporation of America** Sound Control Consoles	100
0194	**Royal Typewriter Co.** Typewriter Parts	100
0195	**Holcomb Mfg., Co.** Vitreous Ware Cleanser	100
0196	**Wayne Works, Inc.** School Bus	100
0197	**Midwest Folding Products** Folding Platforms	102
0198	**Beckley-Cardy Co.** School Furniture	102
0199	**Rockwell Manufacturing Co.** Library Books	102
0200	**Geneva Modern Kitchens** Storage Cabinets	102

For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

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AMERICAN SCHOOL BOARD JOURNAL

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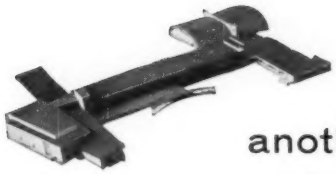
City _____ Zone____ State _____

Page No.
102
96
86
76
10
65
77
cover
82
100
100
100
100
100
102
102
102
102



another score for early planning with WAYNE rolling gymstands

A triumph of modern school design is the new Chambersburg (Pennsylvania) Area Senior High School planned by architects Ritchie Lawrie, Jr. and M. Edwin Green.

Early planning made the gymnasium of this new Chambersburg Area School as completely modern and efficient as the rest of the building.

Instead of choosing the gymnasium seating after the school was erected, Architects Lawrie and Green conferred with a Wayne Seating Engineer at the planning stage. Result: no costly errors that waste space and mar seating effectiveness.

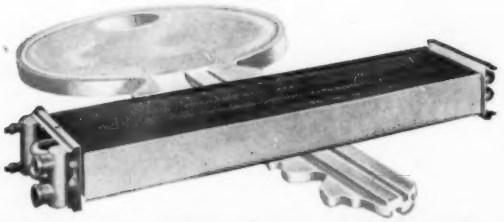
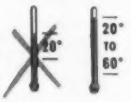
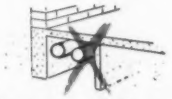
Standard Wayne Gymstands were selected expertly with regard to location of windows, doors, pilasters, heating and ventilating units, folding partitions, sightlines and economy!

More and more of today's school planners recognize the value of early planning. Professional seating guidance helps them build more efficient, attractive gymnasiums. And Wayne's famous features — closed riser construction, straight-line opening and closing, carefully chosen and finished woodwork—assure them the best in gymnasium seating. If you're planning a new gym, plan early with Wayne!

HERE'S HELP FOR GYMNASIUM PLANNERS: Send for Wayne's Catalog R-55; it's full of helpful seating data.

WAYNE

Wayne Iron Works • 444 N. Pembroke Ave., Wayne, Pa.

The key  **to the economy of the Nesbitt Series Wind-o-line System of Classroom Heating and Ventilating** is the Nesbitt Syncretizer's new hot-water heating element which delivers the required amount of heat by multipassing a much smaller quantity of high-temperature water than is circulated by conventional systems This means that the system may be designed for greater than the usual water temperature drops  and therefore only one-half to one-third the normal amount of hot water need be circulated. This means that smaller pipes and smaller pumps are used. The copper tubing of the Wind-o-line Radiation serves as the supply and return piping for a group of classrooms or an entire wing and eliminates expensive mains and pipe trenches  The Wind-o-line tubing is used as finned radiation along cold walls and windows to give the needed protection against downdraft This arrangement also eliminates much costly pipe covering As a result of these savings plus the installation economies of factory-fitted piping within the unit ventilator, your school enjoys a new standard of classroom comfort at savings of up to 20% of the construction, equipment and installation costs of conventional heating and ventilating systems employing trenches and runouts.

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